

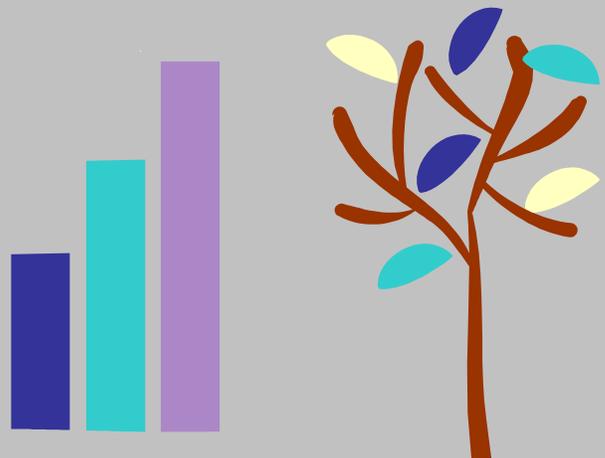
# Darrell Lynn Hines College Preparatory Academy of Excellence

## Programmatic Profile and Educational Performance

2011–12 School Year

Report Date: September 2012

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**EXECUTIVE SUMMARY**  
**for**  
**Darrell Lynn Hines College Preparatory Academy of Excellence**  
**2011–12**

This tenth annual report on the operation of Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy) is a result of intensive work undertaken by the City of Milwaukee Charter School Review Committee (CSRC), DLH Academy staff, and the Children’s Research Center (CRC). Based on the information gathered and discussed in the attached report, CRC has determined the following findings.

**I. CONTRACT COMPLIANCE SUMMARY**

For the 2011–12 academic year, DLH Academy has met all of its education-related contract provisions. See Appendix A for an outline of specific contract provision compliance information, page references, and a description of each provision.

**II. PERFORMANCE CRITERIA**

**A. Local Measures**

1. Primary Measures of Academic Progress

The CSRC requires that the school track student progress in reading, writing, mathematics, and special education goals throughout the year to identify students in need of additional help and to assist teachers in developing strategies to improve the academic performance of all students.

This year, DLH Academy’s local measures of academic progress resulted in the following outcomes: Kindergarten and first-grade student progress: 25 (83.3%) of 30 K5 students and 26 (86.7%) of 30 first-grade students scored proficient or higher on 75% of math concepts. In total, 51 (85.0%) of 60 kindergarten and first-grade students either met or exceeded math expectations.

Reading:

Second- through eighth-grade student reading skills were tested using Measures of Academic Progress (MAP).

- Overall, 60.9%, (39 of 64) of second- through eighth-grade students who met MAP target scores last year met target scores again this year.
- Overall, 56.8% (21 of 37) of second- through eighth-grade students who did not meet MAP target scores last year met target scores this year.
- Forty-eight (55.2%) of 87 (55.2%) new or newly tested second- through eighth-grade students met MAP target scores.

## Math:

Second- through eighth-grade student math skills were tested using MAP:

- Overall, 47.4% (27 of 57) of second- through eighth-grade students who met targets last year met targets again this year.
- Overall, 52.2% (24 of 46) of second- through eighth-grade students who did not meet target scores last year met target scores this year.
- Fifty-one (59.3%) of 86 new or newly tested second- through eighth-grade students met target scores.

## Writing:

- One hundred sixty-six (67.2%) of 247 K5 through eighth-grade students scored at least three of four points on grade-level writing skills, based on the Six Traits of Writing rubric.
- All (100.0%) 30 special education students with active IEPs demonstrated progress on at least one goal.

## 2. Secondary Measures of Academic Progress

To meet City of Milwaukee requirements, DLH Academy identified measureable education-related outcomes in attendance, parental involvement, and special education student records. The school met its goals in all of these outcomes.

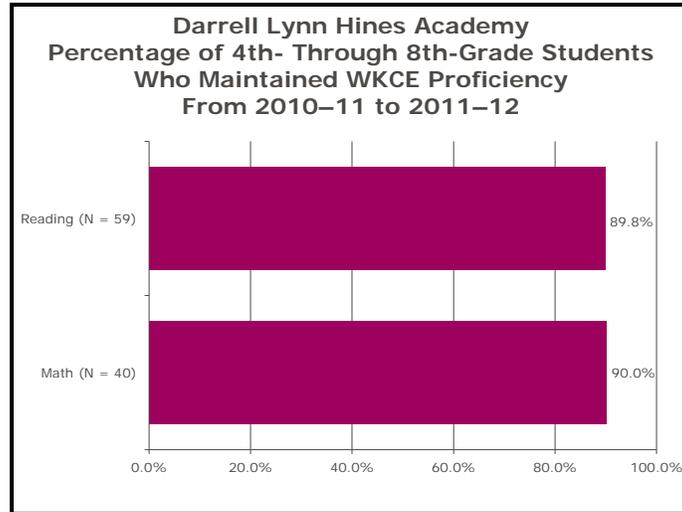
### **B. Year-to-Year Academic Achievement on Standardized Tests**

DLH Academy administered all required standardized tests noted in their contract with the City of Milwaukee. Multiple-year student progress is summarized below.

- Stanford Diagnostic Reading Test (SDRT) multiple-year advancement results indicated that, overall, 88.2% (15 of 17) second graders and 94.7% (18 of 19) third-grade students who were at or above grade level the previous year were at or above grade level again this year.
- Only three second- and third-grade students scored below the average grade level in 2010–11. To protect student identity, CRC does not report results for cohorts fewer than 10 students and, therefore, was unable to include the results.
- Overall, 89.8% (53 of 59) of fourth- through eighth-grade students who were proficient in reading in 2010–11 maintained proficiency as measured on the Wisconsin Knowledge and Concepts Examination (WKCE) (Figure ES1).

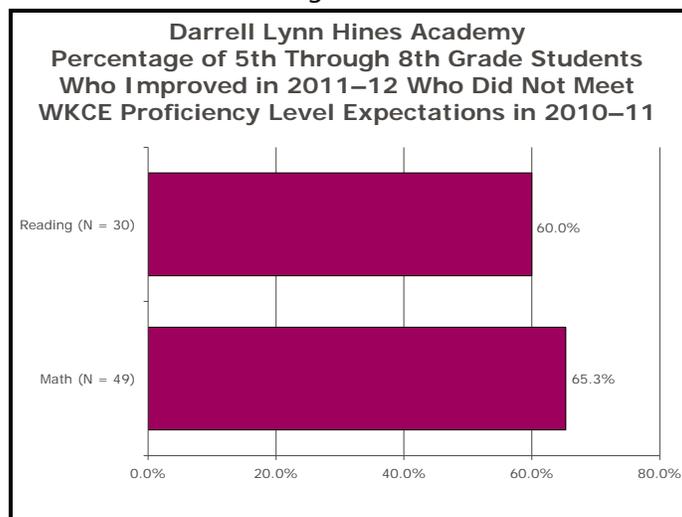
- Thirty-six (90.0%) of 40 fourth- through eighth-grade students who were proficient in math in 2010–11 maintained proficiency as measured on the WKCE (Figure ES1).

Figure ES1



- Overall, 60.0% (18 of 30) of fourth- through eighth-grade students who scored minimal or basic on the WKCE in reading showed improvement when tested in 2011–12 (Figure ES2).
- Thirty-two of 49 (65.3%) of fourth- through eighth-grade students who scored minimal or basic on the WKCE in math showed improvement when tested in 2011–12 (Figure ES2).

Figure ES2



### C. Scorecard

The school scored 77.3% on the scorecard this year.

### III. SURVEY/INTERVIEW RESULTS

Every other year, CRC conducts parent surveys and interviews board members, teachers, and students. Select results are as follows:

- Ten instructional staff (nine classroom teachers and one other instructional staff member) participated in interviews. Of these:
  - » Four indicated that the school's progress toward becoming an excellent school was good and six indicated the progress was fair (four) or poor (two); and
  - » Four rated the school's contribution to students' academic progress as good, four as fair, and two as poor.
- Parents of 148 of 297 (49.8%) students responded to the survey. Of these,
  - » Over three quarters (81.6%) would recommend this school to other parents; and
  - » Just over half (56.3%) rated the school's overall contribution to their child's learning as excellent and 32.0% as good.
- Ten seventh- and ten eighth-grade students were interviewed.

- » All (100%) indicated that they had improved in math, and 16 (80.0%) indicated they had improved in reading;
- » Sixteen (80.0%) indicated they felt safe in school, and four did not; and
- » When asked what they liked best about the schools, the most prevalent response was the teachers; the least liked item mentioned was the uniforms (six).
- Seven of eight board members participated in interviews. Of these:
  - » Six (85.7%) rated the school as good overall and one as fair; and
  - » A variety of suggestions included developing a plan to involve parents in their child's learning, utilize technology more to reduce other costs, and decrease the student/teacher ratio or class size.

#### **IV. RECOMMENDATIONS FOR SCHOOL IMPROVEMENT**

The school addressed all of the recommendations in its 2010–11 programmatic profile and educational performance report. Based on results in this report and in consultation with school staff, CRC recommends that the school continue a focused school improvement plan by engaging in the following activities:

- Continue to expand summer programs for reading and math;
- Develop classroom level strategies to increase student engagement in learning;
- Continue to focus on data-driven decision making to increase the use of student-level data to inform teacher strategies and approaches for students at all levels; and
- Improve the team approach to developing growth strategies.

#### **V. CRC RECOMMENDATION FOR ONGOING MONITORING**

CRC recommends that DLH Academy continue regular, annual academic monitoring and reporting.

## I. INTRODUCTION

This is the tenth annual program monitoring report to address educational outcomes for the Darrell Lynn Hines College Preparatory Academy of Excellence (DLH Academy), one of seven schools chartered by the City of Milwaukee. This report focuses on the educational component of the monitoring program undertaken by the City of Milwaukee Charter School Review Committee (CSRC) and was prepared as a result of a contract between the CSRC and the Children's Research Center (CRC).<sup>1</sup>

The following process was used to gather the information in this report.

1. CRC staff assisted the school in developing its student learning memorandum.
2. CRC staff visited the school, conducted a structured interview with the executive director and the principal, and reviewed pertinent documents.
3. CRC made additional site visits to observe classroom activities, student-teacher interactions, parent-staff exchanges, and overall school operations.
4. At the end of the academic year, CRC conducted a structured interview with the executive director and the assistant principal to review the year and develop recommendations for school improvement.
5. CRC read case files for selected special education students to ensure that individualized education programs (IEPs) were up-to-date.
6. CRC staff conducted interviews with a random selection of students, teachers, and members of the school's board of directors.
7. CRC conducted a survey of parents of all students enrolled in the school
8. DLH Academy provided electronic and paper data to CRC. Data were compiled and analyzed at CRC.

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<sup>1</sup> CRC is a nonprofit social science research organization and division of the National Council on Crime and Delinquency.

## II. PROGRAMMATIC PROFILE

Darrell Lynn Hines College Preparatory Academy of Excellence

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Executive Director: Barbara P. Horton

DLH Academy is located on the Northwest side of Milwaukee. It was founded in 1998 as a private school affiliated with the Christian Faith Fellowship Church. In 2002, the school became an independent charter (public) school, chartered by the City of Milwaukee. DLH Academy provides educational programming for children in kindergarten (K4 and K5) through eighth grade.

### A. Description and Philosophy of Educational Methodology<sup>2</sup>

#### 1. Mission and Philosophy

The mission of DLH Academy is to accomplish excellence and equity in a kindergarten through eighth grade educational environment. DLH Academy provides a quality education in a coeducational, safe, nurturing, caring, and academically challenging learning environment.

The school's vision is that all students will:

- Be given a quality education and model good character and principles;
- Be afforded a quality K4–eight college preparatory education;
- Experience diversity and multiculturalism;
- Adhere to high moral and ethical standards;
- Grow and develop their gifts, character, and academic potential;

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<sup>2</sup> 2011–12 *Family Handbook*.

- Master high academic standards and exit the school prepared to continue their education with high expectations for successfully entering a college/university and become productive citizens;
- Develop spiritually, socially, emotionally, intellectually, and physically with the support of parents, staff, and community members.
- 

## 2. Description of Educational Programs and Curriculum<sup>3</sup>

DLH Academy offers a trans-disciplinary curriculum through the Primary Years Programme (PYP) of the International Baccalaureate (IB) Organization. Through the IB curriculum, the students learn to profile all of the characteristics of educated international persons. They are taught to value diversity and celebrate multiculturalism.

In addition to reading/literacy, language arts, and math, DLH Academy offers instruction in science, Spanish,<sup>4</sup> music,<sup>5</sup> art, physical education, health, and research methods. K4 through fifth-grade students were included in the balanced literacy approach.

The school continued to focus on reading and math development and improved use of Measures of Academic Progress (MAP) data to identify gaps in student academic progress. All new students in second through eighth grades are tested with the MAP to determine their level of functioning in reading and math.

DLH Academy uses a variety of methods of instruction, including the following:

- The learning principles promoted by the work of Tuck and Coddling (1998). These principles include valuing student effort; providing clear expectations that are the same for all students; utilizing a thinking curriculum; providing opportunities for

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<sup>3</sup> Based on DLH Academy's 2011–12 *Family Handbook* and interviews with school administration.

<sup>4</sup> Spanish was provided for students grades two through five under a contract with Berlitz.

<sup>5</sup> Music was provided through an agreement with the Wisconsin Conservatory of Music. General music was offered to all grades K4 through fifth; violin was offered to grades first through third; and, gospel choir was offered to grades sixth through eighth.

students to address their own work and teach others; and having students work beside an expert who models, encourages, and guides the students.

- The multiple intelligences model developed by Howard Gardner. This model includes eight intelligences characteristic of student learners: logical/mathematical, interpersonal, intrapersonal, linguistic, kinesthetic, spatial, musical, and naturalist. These intelligences are personal, interrelated, and interdependent. Multiple intelligence theory is used at DLH Academy as a learning style model.
- Trans-disciplinary methods to integrate subject matter across themes.
- Promoting cohesiveness in learning by providing a central theme throughout the various subject areas.
- The use of a balanced literacy program for K4 through fifth-grade students. Balanced literacy includes graded reading and leveled books.
- The use of Everyday Math to develop math skills for kindergarten through sixth-grade students and Saxon Math for seventh- and eighth-grade students.
- The use of the MAP program in reading and math to monitor student progress and assist teachers with strategies to meet the needs of individual students.

In addition to academic subjects, DLH Academy provides opportunities for students to learn and be involved in community service projects.

The school provided an extended care program from 7:00 to 7:30 a.m. at no additional charge. Parents were responsible for transportation.

The school's leadership team consists of the executive director and the principal. The executive director oversees the school's operations, including all administrative functions and supervision of administrative staff. The principal directs and supervises the school on a day-to-day basis. The principal is responsible for curriculum development, academic programming, and accountability for academic achievement. The principal provides coordination and oversight for the

IB/PYP program and ensures that appropriate guidance and support are given to staff to implement the IB/PYP program.<sup>6</sup>

## **B. Student Population**

At the beginning of the year, there were 303 students, ranging from K4 through eighth grade, enrolled in DLH Academy.<sup>7</sup> Ten students enrolled after the school year started, and 33 students withdrew from the school prior to the end of the year. Reasons for withdrawing included the following: 13 students left because of transportation issues, 10 students moved away, eight students were dissatisfied with the school program, and the school did not know the reasons why two students left.<sup>8</sup> Five students withdrew from K4, one from K5, one from first, three from second, six from third grade, two from fourth, seven from fifth, three from sixth, three from seventh, and two from eighth grade. Four (12.1%) of the students who withdrew had special education needs. Of the 303 students who started the year at the school, 272 remained enrolled at the end of the year, resulting in a 89.8% retention rate.

At the end of the year, there were 280 students enrolled at DLH Academy. They can be described as follows:

- Most (259, or 92.5%) of the students were African American, 12 (4.3%) students were Asian, and nine (3.2%) were Hispanic.
- There were 150 (53.6%) girls and 130 (46.4%) boys.
- Forty-one students (14.6%) had special education needs. Eight students had special needs in speech/language (SP/L), seven had learning disabilities (LD), four had emotional/behavioral disorders (EBD), four had SLD with SP/L, one had a significant

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<sup>6</sup> 2011–12 Family Handbook.

<sup>7</sup> As of September 16, 2011.

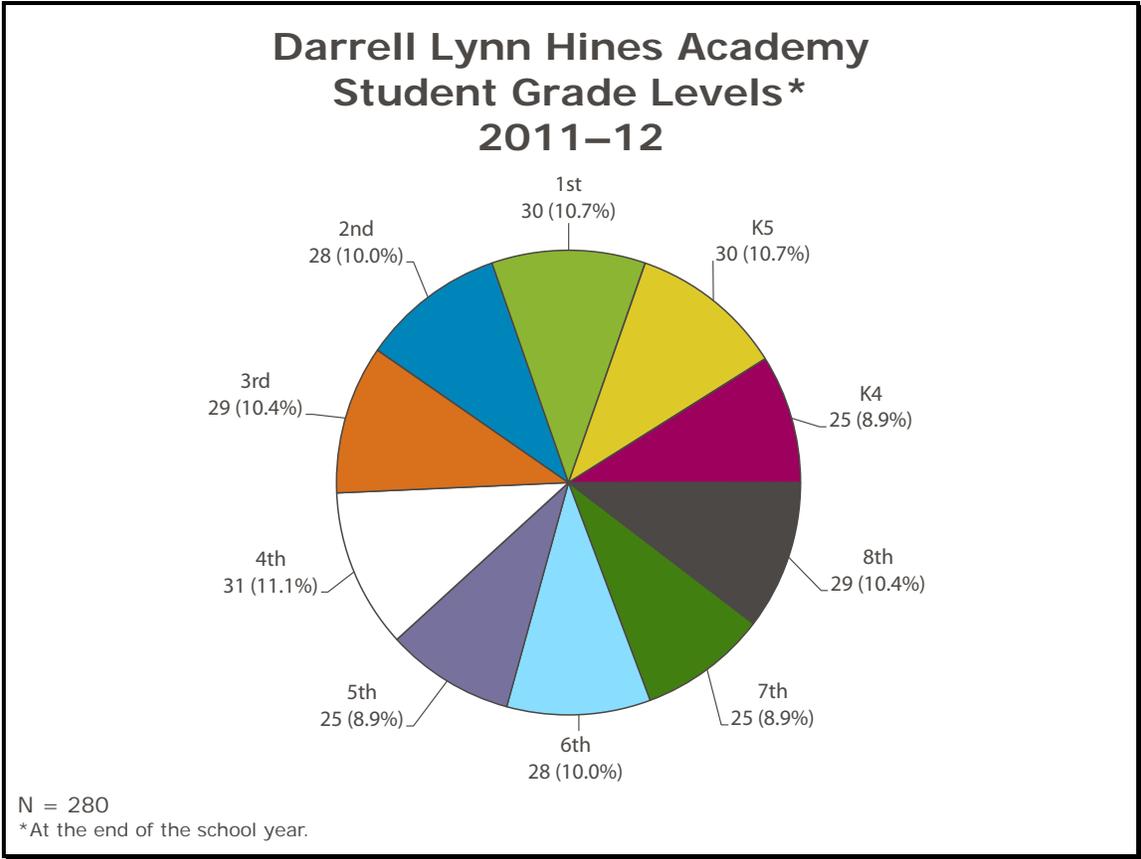
<sup>8</sup> In the data file submitted by the school, reasons were “Other” for two students with no additional explanation.

developmental delay and SP/L, 15 students had other health impairments (OHI), and two students had OHI with SP/L.

- There were 257 (91.8%) students eligible for free (n = 238) or reduced (n = 19) lunch prices. The remaining 23 (8.2%) were not eligible.

The largest grade was fourth, with 31 students. The number of students by grade level is illustrated in Figure 1.

Figure 1



Of the 225 students attending on the last day of the 2010-11 academic year who were eligible for continued enrollment at the school for the 2011-12 academic year (i.e., who did not graduate from eighth grade), 182 were enrolled on the third Friday in September 2011, representing a return rate of

80.9%. This compares to a return rate of 82.2% in September 2010, 76.9% in September 2009, and 79.8% in September 2008. See Appendix C for trend information.

## **C. School Structure**

### **1. Board of Directors**

DLH Academy is governed by a volunteer Board of Directors. The Board consists of eight members plus the Executive Director of the school, who is an ex-officio member. There is a board chair, a vice chair, a secretary, a treasurer, and four other board members.

Four of the board members have served on the board for over 10 years, one for approximately seven years, and two others less than one year. Two of the board members are founders and bring non-profit experience; one brings legal experience, another non-profit financial experience, another is a parent, another a teacher representative with computer experience, and the other has a breadth of technical expertise.

Nearly every board member indicated that they participated in strategic planning for the school, received a presentation on the school's annual academic performance report, received and approved the school's annual budget and reviewed the school's annual financial audit. (One board member did not participate in strategic planning for the school.)

Seven of eight board members participated in the interview process. Six (85.7%) rated the school as good overall and one as fair. The board members offered a variety of suggestions included developing a plan to involve parents in their child's learning, utilize technology more to reduce other costs, and decrease the student/teacher ratio or class size. See Appendix H for additional results from Board member interviews.

a. *Areas of Instruction*

In addition to reading/literacy, language arts, and math, DLH Academy offered instruction in science, Spanish, music, art, physical education, health, and research methods. Special education programming was provided to students identified as needing an IEP. There were four quarters this school year. At the end of each quarter (every nine weeks) report cards were distributed to parents/guardians. Midway through each period, progress reports were sent home to update parents on student progress. Parents were also encouraged to utilize Powerschool, a web-based student information system that facilitates student information management and communication among school administrators, teachers, parents, and students. The parent portal gives parents and students access to real-time information including attendance, grades, detailed assignment descriptions, school bulletins, lunch menus, and personal messages from the teacher.

2. Classrooms

The school had 11 classrooms, each with 25-30 students. There was one classroom per grade for grades K4 through seventh grade and two classrooms of eighth graders. The school also has a gym, a resource room (for special education services outside of the classrooms), a library, a health room, and a cafeteria. Each classroom from K4 through first grade had a teacher and an educational assistant. One assistant was shared by teachers in second and another by third, fourth, and fifth grade teachers. The sixth-, seventh-, and eighth-grade teachers did not have an educational assistant.

3. Teacher Information

During the 2011–12 school year, DLH Academy employed a total of 21 instructional staff members. There were 13 classroom teachers and eight other instructional staff. Classroom teachers consisted of seven elementary (one for each grade from K4 through 5) and six middle school classroom teachers (two in math and one each in English, science, and social studies). The eight other

instructional staff consisted of three special education staff including a special education teacher, a school psychologist, and a speech language pathologist; one health/physical education teacher; one IB coordinator; one librarian/media specialist; a reading teacher; and a teacher mentor. All 21 instructional staff who began in the fall of 2011 completed the entire year, demonstrating a retention rate of 100%. The 13 classroom teachers had been teaching at the school between one and eight years, with an average of 2.9 years. All 21 instructional staff combined taught at this school between one and eight years, with an average of 4.2 years. Three classroom teachers were new to the school in the fall of 2011.

All nine classroom teachers employed at the end of the 2010–11 school year and were eligible to return came back to the school in the fall of 2011, for a return rate of 100%. All eight other instructional staff who were employed at the end of the 2010–11 school year and were eligible to return came back to the school in fall of 2011. Overall, all 17 instructional staff who were eligible returned to the school, for a return rate of 100%. All of these professionals, except for the physical education teacher,<sup>9</sup> held a Wisconsin Department of Public Instruction (DPI) license or permit.

The school engaged in the following staff development activities prior to and during the school year:

<b>Date</b>	<b>Event</b>	<b>Focus</b>
August 30	Organizational Day	School year expectations
August 31	Banking Day	Schoolwide WKCE assessment review and creating improvement plans 2011-2012
October 7	Banking Day	Improving PYP, international education, units of inquiry, creating an improvement plan for PYP
October 28	Staff Development	Curriculum through the lens of PYP
November 2	Staff Development	WKCE preparation

<sup>9</sup> The physical education teacher's license expired on June 30, 2011. He applied for renewal on December 8, 2011. The school's administrator reported that he is awaiting approval of his professional development plan and for his renewal to be processed by DPI.

Date	Event	Focus
January 20	Record Day	Middle school: Review of action plans Elementary school: IBT off campus
January 23	Banking Day	Middle school: Schoolwide demerit system Elementary school: IBT off campus
February 17	Banking Day	PYP self evaluation study
May 7	Banking Day	PYP self evaluation study

Workshops attended by teachers:

- Kindergarten conference: K4 and K5 teachers
- National Reading Conference: Reading specialist
- Physical Education Conference: Physical Education teacher
- Wisconsin School Psychologists Conference: School psychologist
- International Baccalaureate Organization Conference: Two-day conference for all elementary teachers
- Southeastern Wisconsin Assessment Collaborative: All new teachers (once a month attendance at Alverno College)
- Infor Co: Smart Board level one and two training for two middle school math teachers and one fifth-grade teacher

First-year employees' performances were formally evaluated twice during the year. Returning staff received a formal evaluation once during the year.

During the interview process, teachers were asked about professional development opportunities. Four of the ten teachers rated professional development opportunities as excellent or good, four indicated the opportunities were fair, and two indicated poor. When asked about satisfaction with opportunities for continuing education, four teachers were very satisfied with opportunities for continuing education, while three were somewhat satisfied, and three had no opinion.

Regarding the school's staff performance review process, eight teachers were either satisfied or somewhat satisfied with the review process, and one teacher each indicated they were somewhat dissatisfied and very dissatisfied with the process.

#### 4. Hours of Instruction/School Calendar

This year, the school extended the school day by 15 minutes to add more learning time. The regular school day for all students began at 7:55 a.m. and ended at 3:30 p.m.<sup>10</sup> The first day of school was September 1, 2011, and the last day of school was June 12, 2012.<sup>11</sup> The highest possible number of days for student attendance in the academic year was 175, and five additional days were "banked" for teacher work days. DLH Academy has met the City of Milwaukee's requirement of providing at least 875 instructional hours, as well as its contract provision requiring the school to publish an annual calendar.

#### 5. Parent and Family Involvement

DLH Academy's 2011-12 *Family Handbook* was provided to every family prior to the start of the school year. In this handbook, DLH Academy invites parents to become active members of the family involvement team (FIT), which is composed of all parents and guardians of DLH Academy students. Its purpose is to provide positive communication between parents/guardians/family members and the school administration, to facilitate parental involvement in school governance and educational issues, to organize volunteers, to review and discuss school performance issues, and to assist in fundraising and family education training.

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<sup>10</sup> Breakfast was served daily.

<sup>11</sup> Based on a calendar provided by the school in the 2011-12 *Family Handbook*.

DLH Academy offers parents/guardians/family members an opportunity to review and sign its family agreement. This agreement is a contract that describes the roles of the school and the family in partnership to achieve academic and school goals for students. This year the administrator of the school reported that all (100%) DLH Academy families signed the agreement known as the "School-Parent Compact."

Parents/guardians of all new students were required to attend a mandatory orientation session with their child prior to the start of school. Parents/guardians of returning students who had not consistently adhered to school policies and guidelines were invited to individual meetings to determine strategies to ensure the child's future success. Family-teacher conferences were scheduled twice during the year, in October and March. Telephone conferences were substituted for in-person conferences when parents/guardians were unable to attend. Families were also invited to attend special programs and events scheduled throughout the year.

#### 6. Waiting List

At the end of the academic year, the school leadership indicated that the school had a short waiting list: one student each at second, fourth, and fifth grades and two at sixth grade.

#### 7. Disciplinary Policy

DLH Academy clearly explains its discipline policy and plan to parents and students in its *Family Handbook*. The student management section of the handbook includes a statement of student expectations, parent and guardian expectations, and an explanation of the "School-Parent Compact." In addition, an explanation of the school's discipline plan and disciplinary actions is provided. The types of disciplinary referrals include conferences with the student, the teacher, and the parent or guardian; referral to administration for Saturday detention; in-house suspension; out-of-school suspension; and expulsion recommendation. Each disciplinary referral is explained in the handbook,

along with appeal rights and procedures. The school also has an explicit weapons and criminal offense policy that prohibits guns and other weapons, alcohol or drugs, and bodily harm to any member of the school community. These types of offenses can result in expulsion. The discipline plan states an action for each type of infraction.

Students are also referred for awards. These include awards for attendance and the academic honor roll. An annual awards convocation honors students who have excelled in academic achievement and demonstrated positive behavior and character traits that exemplify a model student.

This year, teachers, parents, and board members were asked about the discipline policy at the school. The opinions expressed were very favorable regarding discipline policy:

- Teachers:
  - » Eight of ten considered the discipline at the school as a very important (six of ten) or somewhat important (two of ten) reason for continuing to teach there;
  - » Five of the teachers interviewed were satisfied with the discipline policy itself, four were somewhat dissatisfied, and one was very dissatisfied; and
  - » Eight of the 10 teachers were somewhat or very dissatisfied with the adherence to the discipline policy. One was very satisfied, and another was somewhat satisfied.
- Parents:
  - » Most (91.3%) considered discipline as a very important factor in choosing the school;
  - » A majority of parents (70.8%) rated the discipline methods at the school as good or excellent; and
  - » Most (72.8%) were comfortable with how the staff handles discipline.<sup>12</sup>
- Board Members
  - » Three of the seven board members were very satisfied with the discipline policy, and one was somewhat satisfied; and

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<sup>12</sup> Agreed or strongly agreed with the statement, "I am comfortable with how the staff handles discipline."

- » Two were very satisfied, and two were somewhat satisfied with the adherence to the discipline policy.<sup>13</sup>

## 8. Graduation and High School Information

DLH Academy provided an eighth-grade advisor who worked with students and parents to assist them with their high school choices and apply for enrollment by the early admission timeline established by Milwaukee Public Schools (MPS). This advisor helped students and parents with completing and tracking the paperwork for high school admission, and school personnel provided letters of recommendation as needed. In addition, students were encouraged to attend a local fair hosted by Great Schools. DLH Academy also hosted a team of students from one of the local high schools who came to recruit new students.

This year, 26 students graduated from DLH Academy. At the time of this report, six students were enrolled at Destiny High School, four at Milwaukee Lutheran High School, two at Messmer High School, two at Rufus King, two at Wisconsin Lutheran High School, one at Vincent High School, one at Alexander Hamilton High School, one at Bradley Tech High School, one at Brown Deer High School, one Pulaski, one at Holy Redeemer Christian Academy, one at Milwaukee High School of the Arts, one at Rich South High School in Illinois, and one at St. Joan Antida. The school did not indicate a high school assignment for one student.

In 2006, the first eighth-grade class graduated from DLH Academy. At that time, there was no method to track the successes of the graduates. This year, the school set up a DLH Academy alumni and friends Facebook page and intends to use Facebook to identify former students who might be enrolled in a university/college, a community college, in the military, and/or actively employed, etc.

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<sup>13</sup> Three of the seven board members interviewed did not know enough about the discipline policies and adherence to the discipline policies to form an opinion.

This spring, as indicated by graduation invitations sent to the school, several former DLH Academy students graduated from Destiny, Rufus King, Wisconsin Lutheran, and Marquette High school.

#### **D. Activities for Continuous School Improvement**

The following is a description of DLH Academy's response to the activities that were recommended in its programmatic profile and education performance report for the 2010–11 academic year.

- Recommendation: Continue to focus on data-driven decision making to increase the use of student-level data to inform teacher strategies and approaches for students at all levels.

Response: Initially, subject leaders in math and reading held data discussion groups to provide feedback and obtain input from the teachers. These sessions were held during Monday curriculum meetings.

The school used MAP trackers to help students understand their RIT scores, set their goals and watch their progress. Classroom-level tracking occurred for math and reading. September to January MAP growth was shared with students during individual conferences. These data were also shared with parents at fall and spring conferences.

The school also held three data meetings during the year, following each MAP testing. Staff reviewed the MAP data and created action plans for students who were not on track to meet their goals.

During the second semester, the school held follow-up data meetings to discuss progress and adjust instruction. At this time, students who needed pull-out services from the math or reading specialist were identified. Typically the elementary teachers and the middle school teachers met in separate groups.

- Recommendation: Improve the team approach to developing growth strategies.

Response: The school held curriculum meetings that included collaboration around student progress and strategies. For example, the teachers set up a schedule and tracking system to “re-teach” the gaps in progress on the Everyday Math curriculum.

The teachers demonstrated that they understood the meaning of the data for each student. For example, the team used data boards that several teachers developed and shared. The school had data trackers on a shared drive for all instructional staff to view and review.

As in previous years, all new classroom teachers participated in Southeastern Wisconsin Assessment Collaborative (SEWAC), a yearlong series of workshops hosted by Alverno College with funding from the Joyce Foundation. The staff attended the eight monthly sessions of SEWAC, which covered both formative and summative assessments and intervention strategies. The program required homework for the teachers that included reflections on data.

### **III. EDUCATIONAL PERFORMANCE**

To monitor activities as described in the school's contract with the City of Milwaukee, a variety of qualitative and quantitative information was collected at specific intervals during the past several academic years. At the start of this year, the school established attendance and parent participation goals, as well as goals related to special education student records. The school also identified local and standardized measures of academic performance to monitor student progress. The local assessment measures included reading assessments based on the MAP for second through eighth graders; mathematics progress reports for K5 and first graders, and MAP math results for students in second through eighth grades; and results of the Six Traits of Writing assessment for all students.

The standardized assessment measures used were the Stanford Diagnostic Reading Test (SDRT) and the Wisconsin Knowledge and Concepts Examination (WKCE). The WKCE is administered to all public school third- through eighth-grade students to meet federal No Child Left Behind requirements that schools test students' skills in reading and math.

#### **A. Attendance**

CRC examined student attendance in two ways. The first reflected the average time students actually attended school, and the second rate included excused absences. Both rates include all students enrolled in the school at any time. The school considered a student present if she/he

attended the school for at least half of the day. CRC also examined the time students spent, on average, suspended (in or out of school).

This year, 90 (28.8%) students ranging from K4 to eighth grade were suspended at least once. Forty-five students spent, on average, 6.8 days out of school on suspension, and 124 students spent an average of 2.4 days in school and on suspension. (Note that some students were given in- and out-of-school suspensions during the year.) The attendance rate this year was 93.3%.<sup>14</sup> When excused absences were included, the attendance rate rose to 95.8%.

At the beginning of the academic year, the school established a goal of maintaining an average attendance rate of 90.0%. Based on these calculations, DLH Academy exceeded its attendance goal.

## **B. Parent Participation**

At the beginning of the academic year, the school set a goal that parents/guardians would attend both scheduled family-teacher conferences, held in October and March. There were 272 students enrolled at the time of both conferences (i.e., for the year). All (100.0%) parents of 272 children attended both parent-teacher conferences; therefore, DLH Academy met its goal related to parent participation.

## **C. Special Education Needs**

This year, the school set a goal to develop and maintain records for all special education students. Eleven students were assessed for eligibility this year, and one student was re-evaluated for special education services. IEPs were completed for all 12 students; parents of all 12 students participated in completing the IEP. IEP reviews were scheduled for an additional 32 students. One

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<sup>14</sup> Individual student attendance rates were calculated by dividing the total number of days present by the total number of days that the student was enrolled. Individual rates were then averaged across all students.

student was dropped from services prior to the meeting, and two students were determined to be no longer eligible for special education services. IEPs were completed for the remaining 29 students. Parents of 26 of the 29 students participated in the review. Overall, IEPs were completed for all students with special education needs, and IEP reviews were conducted for all students requiring one; the school has therefore met its goal. In addition, CRC conducted a review of a representative number of files during the year. This review showed that students had current IEPs indicating their eligibility for special education services, the IEPs were reviewed in a timely manner, and parents were invited to develop and be involved in their child's IEP. Therefore, the school met its goal to develop and maintain records.

#### **D. Local Measures of Educational Performance**

Charter schools, by their definition and nature, are autonomous schools with curricula that reflect each school's individual philosophy, mission, and goals. In addition to administering standardized tests, each charter school is responsible for describing goals and expectations for its students in the context of that school's unique approach to education. These goals and expectations are established by each City of Milwaukee-chartered school at the beginning of the academic year to measure the educational performance of its students. These local measures are useful for monitoring and reporting progress, guiding and improving instruction, clearly expressing the expected quality of student work, and providing evidence that students are meeting local benchmarks. The CSRC expectation is that at a minimum, schools establish local measures in reading, writing, math, and special education. A description of the local measures developed by DLH Academy and a discussion of outcomes follows.

1. Reading Progress for Second Through Eighth Graders

This year, the school set goals for returning students and for new students. The goal for returning students was that at least 60% of students who met target RIT scores in the spring of 2011 would again meet their target score in the spring of 2012, and that at least 50% of students who did *not* meet their target scores in 2010 would meet target scores in 2011 as measured by MAP test results.<sup>15</sup> Goals for new students (i.e., those without spring 2011 scores) were that 50% would meet target scores based on the spring 2012 MAP test.

a. *Students Who Met Targets in 2011*

As illustrated in Table 1, of the 64 students who met target scores when given the exam in the spring of 2011, 39 (60.9%) met their target reading score on the spring 2012 test administration, meeting the school's goal of 60%.

<b>Table 1</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Reading Progress for Students Who Met</b>			
<b>Target Reading Scores in Spring 2011</b>			
<b>2nd Through 8th Grade</b>			
<b>Based on Measures of Academic Progress Tests</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target RIT Score in Spring 2011</b>	
		<b>N</b>	<b>%</b>
2nd*	N/A	N/A	N/A
3rd	16	10	62.5%
4th	15	10	66.7%
5th	5	Cannot report due to N size	
6th	13	8	61.5%
7th	8	Cannot report due to N size	
8th	7	Cannot report due to N size	
<b>Total</b>	<b>64</b>	<b>39</b>	<b>60.9%</b>

\*Second graders were not tested as first graders in 2011.

<sup>15</sup> The RIT score indicates student skills on developmental curriculum scales or continua. There are RIT scales for each subject, so scores from one subject are not the same as for another. Individual growth targets are defined as the average amount of RIT growth observed for students in the latest Northwest Evaluation Association (NWEA) norming study who started the year with a RIT score in the same 10-point RIT block as the individual student. For more information on the RIT score and the mean growth target score, see the NWEA website, [www.nwea.org/assessments/researchbased.asp](http://www.nwea.org/assessments/researchbased.asp).

b. *Students Who Did Not Meet Targets in 2011*

As illustrated in Table 2, there were 37 students who did not meet targets in the spring of 2011; 21 (56.8%) of those students met targets this year, exceeding the school's goal of 50%.

<b>Table 2</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Reading Progress for Students Who Did Not Meet</b>			
<b>Target Reading Scores in Spring 2011</b>			
<b>2nd Through 8th Grade</b>			
<b>Based on Measures of Academic Progress Tests</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target RIT Score in Spring 2011</b>	
		<b>N</b>	<b>%</b>
2nd*	N/A	N/A	N/A
3rd	5	Cannot report due to N size	
4th	5	Cannot report due to N size	
5th	10	6	60.0%
6th	5	Cannot report due to N size	
7th	10	7	70.0%
8th	2	Cannot report due to N size	
<b>Total</b>	<b>37</b>	<b>21</b>	<b>56.8%</b>

\*Second graders were not tested as first graders in 2011.

c. *Students First Tested in Fall 2011*

The spring 2012 results for students who were first tested in the fall of 2011 (i.e., who were not enrolled in the prior year or were too young to take the test in the spring of 2011) indicate that 48 (55.2%) of 87 students met their target score in reading for their grade level, exceeding the school's goal of 50% (Table 3).

<b>Table 3</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Target Reading Scores for New* 2nd Through 8th Graders</b>			
<b>Based on Measures of Academic Progress Tests</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target RIT Score in Spring 2012</b>	
		<b>N</b>	<b>%</b>
2nd	25	17	68.0%
3rd	10	7	70.0%
4th	11	3	27.3%
5th	9	Cannot report due to N size	
6th	9	Cannot report due to N size	
7th	6	Cannot report due to N size	
8th	17	6	35.3%
<b>Total</b>	<b>87</b>	<b>48</b>	<b>55.2%</b>

\*Not tested in spring 2011.

The school exceeded its goals pertaining to local measures in reading, including all goals for students who completed the MAP reading test in the previous year as well as goals associated with students who were new to the school (or not tested the prior year). Overall, 108 (57.4%) of 188 students met their local measure goals in reading.<sup>16</sup>

## 2. Math Progress

### a. *K5 and First Graders*

Math skills for students in K5 and first grade are assessed on a four-point rubric in which 4 is advanced, 3 is proficient, 2 is basic, and 1 indicates a minimal skill level. The local measure goal for math was that at least 85% of K5 and 85% of first-grade students would demonstrate a 3 or 4 on at least 75% of grade-level math concepts taught during the year. There were 57 concepts taught to K5 students and 61 concepts taught to first graders.

<sup>16</sup> Calculation for the scorecard was determined by adding the number of returning students who were able to meet their target scores again with those who did not meet target scores last year, but did this year, as well as new students who tested at their appropriate level divided by the total number of students.

This year, 25 (83.3%) of 30 K5 students and 26 (86.7%) of 30 first-graders scored proficient or higher on 75% of math skills (Table 4). The school, therefore, has met its goal of 85% for first graders; however, it fell short of this goal for K5 students. Overall, 51 (85.0%) of 60 K5 and first-grade students scored proficient or higher on 75% of math skills.

<b>Table 4</b>			
<b>Darrel Lynn Hines Academy</b>			
<b>Students Who Scored Proficient or Higher on 75% of Math Concepts</b>			
<b>K5 and 1st Grade</b>			
<b>2011–12</b>			
<b>Grade</b>	<b>N</b>	<b>Met</b>	
		<b>N</b>	<b>%</b>
K5	30	25	83.3%
1st	30	26	86.7%
<b>Total</b>	<b>60</b>	<b>51</b>	<b>85.0%</b>

b. *Second Through Eighth Graders*

This year, the school set the following goals: (1) at least 60% of students who met target scores in the spring of 2011 would again meet target scores; (2) at least 50% of students who did not meet target scores in 2011 would meet target scores; and (3) 50% of students who were not tested in the spring of 2011 but were tested in the spring of 2012 would meet target scores.

Results indicate that 27 (47.4%) of 57 students who previously met their target math scores met their target score again (Table 5), falling short of the school’s goal of 60%.

<b>Table 5</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Progress for Students Who Met Target Math Scores in Spring 2011</b>			
<b>2nd Through 8th Graders</b>			
<b>Based on Measures of Academic Progress Tests</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target in Spring 2012</b>	
		<b>N</b>	<b>%</b>
2nd*	N/A	N/A	N/A
3rd	18	6	33.3%
4th	8	Cannot report due to N size	
5th	3	Cannot report due to N size	
6th	12	6	50.0%
7th	7	Cannot report due to N size	
8th	9	Cannot report due to N size	
<b>Total</b>	<b>57</b>	<b>27</b>	<b>47.4%</b>

\*Second graders were not tested as first graders in 2011.

As illustrated in Table 6, 24 (52.2%) of the 46 students who did not meet target scores in the spring of 2011 did so in the spring of 2012, exceeding the school's goal of 50%.

<b>Table 6</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Progress for Students Who Did Not Meet National Average in Math</b>			
<b>Spring 2011</b>			
<b>2nd Through 8th Graders</b>			
<b>Based on Measures of Academic Progress Tests</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target RIT Score in Spring 2012</b>	
		<b>N</b>	<b>%</b>
2nd*	N/A	N/A	N/A
3rd	3	Cannot report due to N size	
4th	13	7	53.8%
5th	13	7	53.8%
6th	6	Cannot report due to N size	
7th	9	Cannot report due to N size	
8th	2	Cannot report due to N size	
<b>Total</b>	<b>46</b>	<b>24</b>	<b>52.2%</b>

\*Second graders were not tested as first graders in 2011.

Results for the 86 students were not tested in the spring of 2011 (i.e., who were in first grade in 2011 or were new to the school this year) indicate that 51 (59.3%) met target scores in math, exceeding the expectation of 50%. See Table 7.

<b>Table 7</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Target Math Scores for New* 2nd Through 8th Graders</b>			
<b>Based on Measures of Academic Progress Tests</b>			
<b>Grade</b>	<b>N</b>	<b>Met Target in Spring 2012</b>	
		<b>N</b>	<b>%</b>
2nd	25	17	68.0%
3rd	10	6	60.0%
4th	10	5	50.0%
5th	9	Cannot report due to N size	
6th	9	Cannot report due to N size	
7th	6	Cannot report due to N size	
8th	15	9	60.0%
<b>Total</b>	<b>86</b>	<b>51</b>	<b>59.3%</b>

\*Students not tested in the spring of 2011.

Overall, the school met local measures in math for students in first grade; students in second through eighth grades who did not meet the target score the previous year; and second through eighth graders who were tested for the first time this year. However, the school did not meet its local measure goal for K5 students or for second- through eighth-grade students who met their target score in the previous year. Overall, the school met local measures for math progress for 61.4% of students.<sup>17</sup>

<sup>17</sup> Calculation is based on the total number of returning students who maintained their target score from spring 2011 to spring 2012; students who did not meet the target score in 2011 were able to meet their target score in spring 2012; new students who met their score, as well as K5 and first-grade students who achieved 75% of math concepts.

### 3. Writing Progress

To assess writing skills at the local level, the school had students in grades K5 through eighth grade complete and submit a writing sample by October 2011. The school utilized the Six Plus 1 Traits of Writing rubric to assess students' ability to produce a writing sample appropriate for their respective grade level. The Six Traits of Writing is a framework for assessing the quality of student writing and offers a way to link assessments with revisions and editing. Student skills were rated as advanced, proficient, basic, or minimal. The school set a goal that 65% of students who were tested in the fall would score proficient or advanced on a second writing sample in May 2012.<sup>18</sup>

Results were provided for 247 students in K5 through eighth grades who were tested at both times. Figure 2 demonstrates that 166 (67.2%) students scored proficient or advanced, 63 (25.5%) scored basic, and 18 (7.3%) students scored minimal on their May writing sample, therefore exceeding the school's local measure goal.

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<sup>18</sup> Students were tested both times on the same narrative genre. Writing genres include expository, descriptive, persuasive, and narrative.

Figure 2

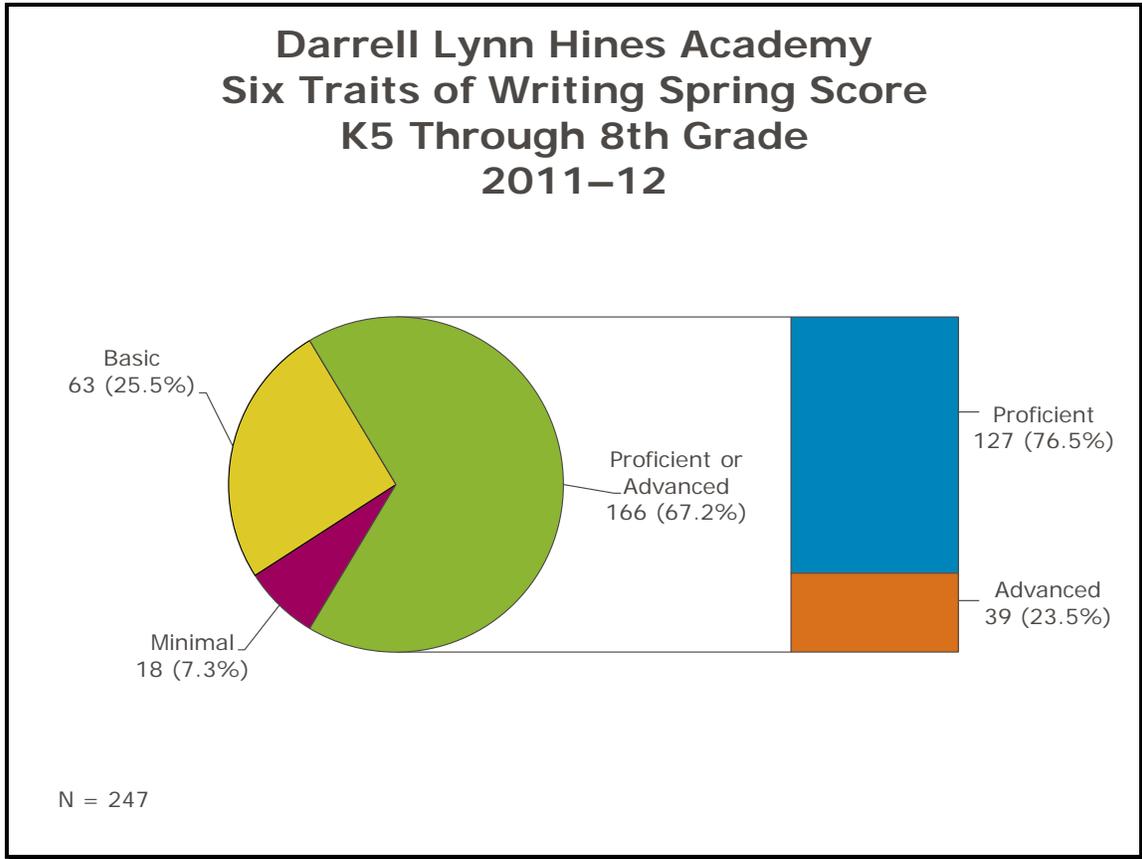


Table 8 illustrates the Six Traits of Writing proficiency levels for each grade. There were 127 (51.4%) students with proficient and 39 (15.8%) with advanced writing skills.

<b>Table 8</b>										
<b>Darrell Lynn Hines Academy</b>										
<b>Six Traits of Writing Assessment Proficiency Levels Results by Grade</b>										
<b>2011–12</b>										
<b>Grade</b>	<b>Results</b>									
	<b>Minimal</b>		<b>Basic</b>		<b>Proficient</b>		<b>Advanced</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
K5	2	6.7%	13	43.3%	14	46.7%	1	3.3%	<b>30</b>	<b>100.0%</b>
1st	0	0.0%	3	10.0%	23	76.7%	4	13.3%	<b>30</b>	<b>100.0%</b>
2nd	0	0.0%	12	48.0%	9	36.0%	4	16.0%	<b>25</b>	<b>100.0%</b>
3rd	0	0.0%	9	30.0%	19	63.3%	2	6.7%	<b>30</b>	<b>100.0%</b>
4th	10	32.3%	8	25.8%	13	41.9%	0	0.0%	<b>31</b>	<b>100.0%</b>
5th	0	0.0%	6	25.0%	14	58.3%	4	16.7%	<b>24</b>	<b>100.0%</b>
6th	6	22.2%	6	22.2%	14	51.9%	1	3.7%	<b>27</b>	<b>100.0%</b>
7th	0	0.0%	5	20.8%	8	33.3%	11	45.8%	<b>24</b>	<b>100.0%</b>
8th	0	0.0%	1	3.8%	13	50.0%	12	46.2%	<b>26</b>	<b>100.0%</b>
<b>Total</b>	<b>18</b>	<b>7.3%</b>	<b>63</b>	<b>25.5%</b>	<b>127</b>	<b>51.4%</b>	<b>39</b>	<b>15.8%</b>	<b>247</b>	<b>100.0%</b>

#### 4. IEP Progress for Special Education Students

The school also set a goal that students who had active IEPs would demonstrate progress towards meeting their IEP goals at the time of their annual review or re-evaluation. Progress was measured by assessing the number of sub-goals each student identified and the number of sub-goals each student met. During the year, 29 students with active IEPs were reviewed/re-evaluated and continued in special education services. Students had between one and six goals. This year, all 29 (100%) special education students demonstrated progress (including achieving) on at least one goal, therefore meeting the school’s goal related to special education students. On average, students exhibited progress in 81.4% of IEP goals.

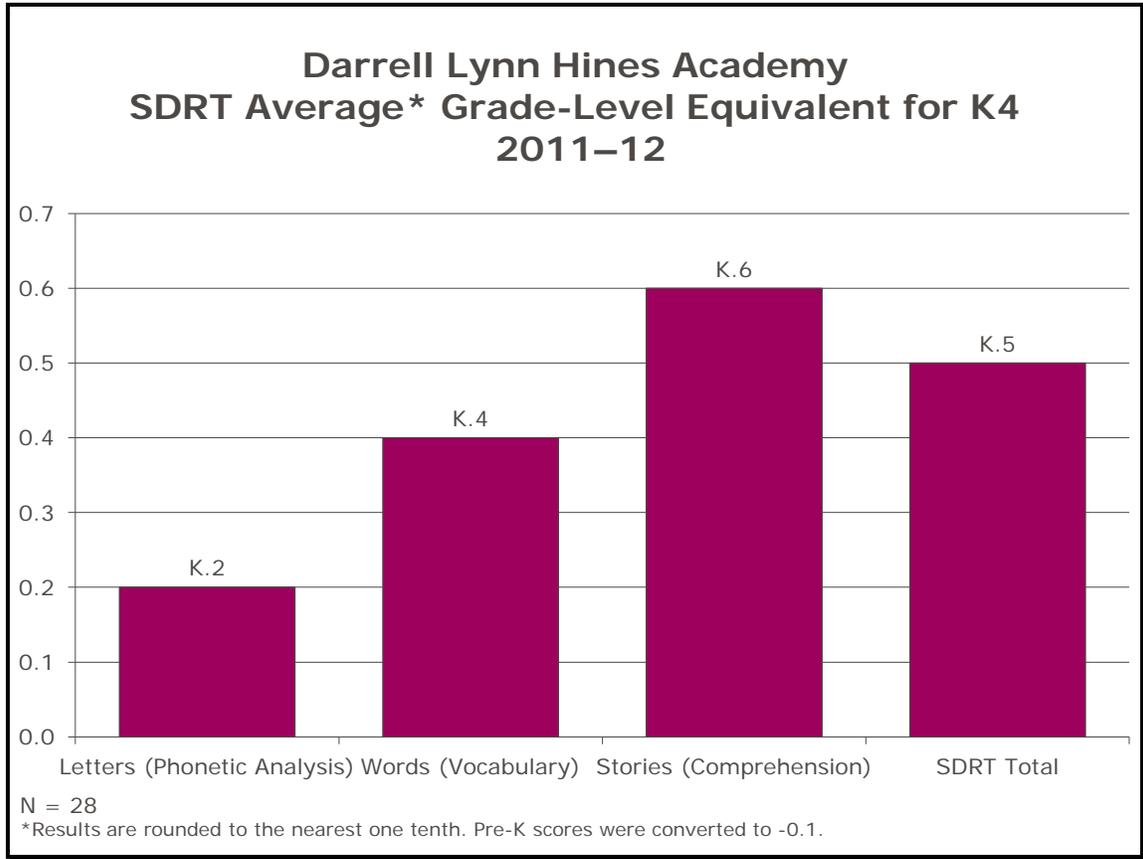
## **E. External Standardized Measures of Educational Performance**

The CSRC requires that City-chartered schools administer the Stanford Diagnostic Reading Test (SDRT) to all first, second, and third graders, while third through eighth graders take the Wisconsin Knowledge and Concepts Examination (WKCE). The WKCE is aligned with Wisconsin model academic standards and meets federal No Child Left Behind requirements to test students' reading and math skills. The SDRT was administered in April 2012, and the WKCE was administered in October 2011. The following section describes results of these standardized tests for all children who took the tests. This includes students who have been enrolled in the school for at least a full academic year (FAY) as well as students who were new to the school.

### **1. SDRT for K4**

Although not required by the CSRC, the school administered the SDRT to K4 students. Results provide a measure of student skills at the end of four-year-old kindergarten. Students were tested in words (vocabulary), stories (comprehension), sounds (phonemic awareness), letters (phonics), and pictures (fluency). This year, the test was given to 28 K4 students. The school provided electronic data for the letters (phonetic analysis), words (vocabulary), and stories (comprehension) portions of the test. Results indicated that students were reading, on average, at the K.2 to K.6 level, depending on the area tested. See Figure 3 and Table 9.

Figure 3



**Table 9  
Darrell Lynn Hines Academy  
SDRT GLE Range for K4  
2011-12  
(N = 28)**

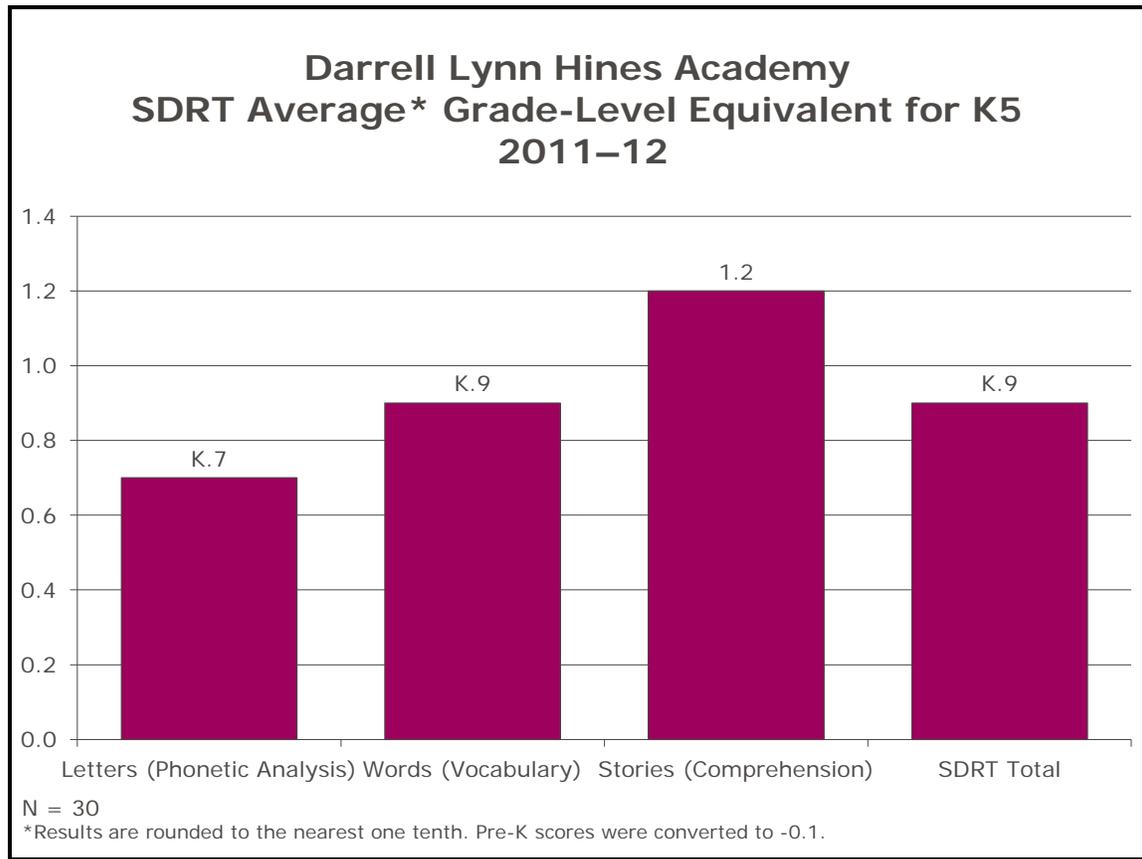
Area Tested	Lowest Grade Level Scored	Highest Grade Level Scored	Median
Phonetic Analysis	PK	2.7	PK
Vocabulary	PK	1.0	K.4
Comprehension	K.0	2.3	K.6
<b>SDRT Total</b>	<b>PK</b>	<b>1.3</b>	<b>K.4</b>

Note: Pre-K scores were converted to -0.1.

2. SDRT for K5

Although not required by the CSRC, DLH Academy administered the SDRT to K5 students. Results provide a measure of student skills at the end of kindergarten. This year, the test was given to 30 K5 students. Results indicate that students were reading, on average, at the K.7 to 1.2 level, depending on the area tested. See Figure 4 and Table 10.

Figure 4



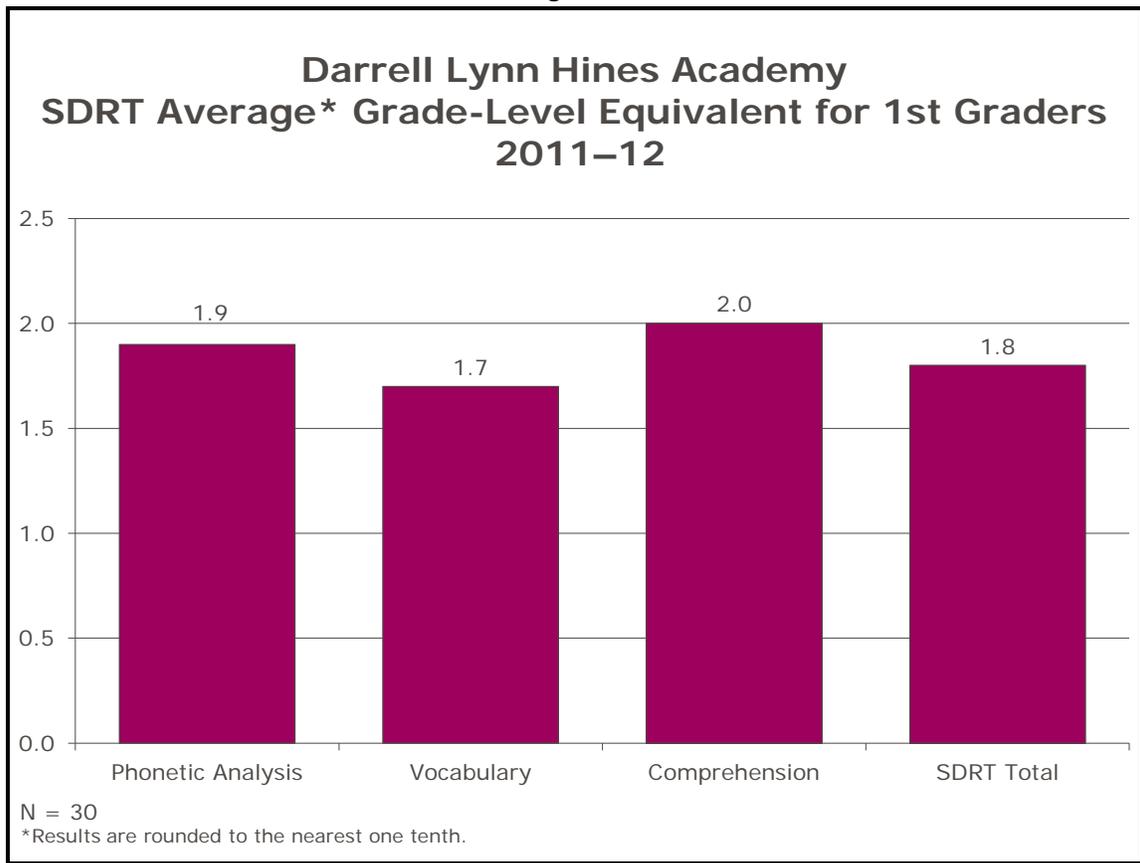
<b>Table 10</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>SDRT GLE Range for K5</b>			
<b>2011-12</b>			
<b>(N = 30)</b>			
<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median</b>
Phonetic Analysis	PK	5.1	K.3
Vocabulary	K.4	1.6	K.9
Comprehension	K.5	2.0	1.1
<b>SDRT Total</b>	<b>PK</b>	<b>1.8</b>	<b>K.8</b>

Note: Pre-K scores were converted to -0.1.

3. SDRT for First Graders

For first graders, student performance on the SDRT is reported in phonetic analysis, vocabulary, comprehension, and a total SDRT score. The test was administered to 30 first graders. Results on this measure indicate that first graders, on average, were functioning at or above GLE in all areas tested (Figure 5).

Figure 5



The GLE range, median score, and percentage of students at or above grade level for first graders are illustrated in Table 11. Overall, 90.0% of first graders scored at or above GLE.

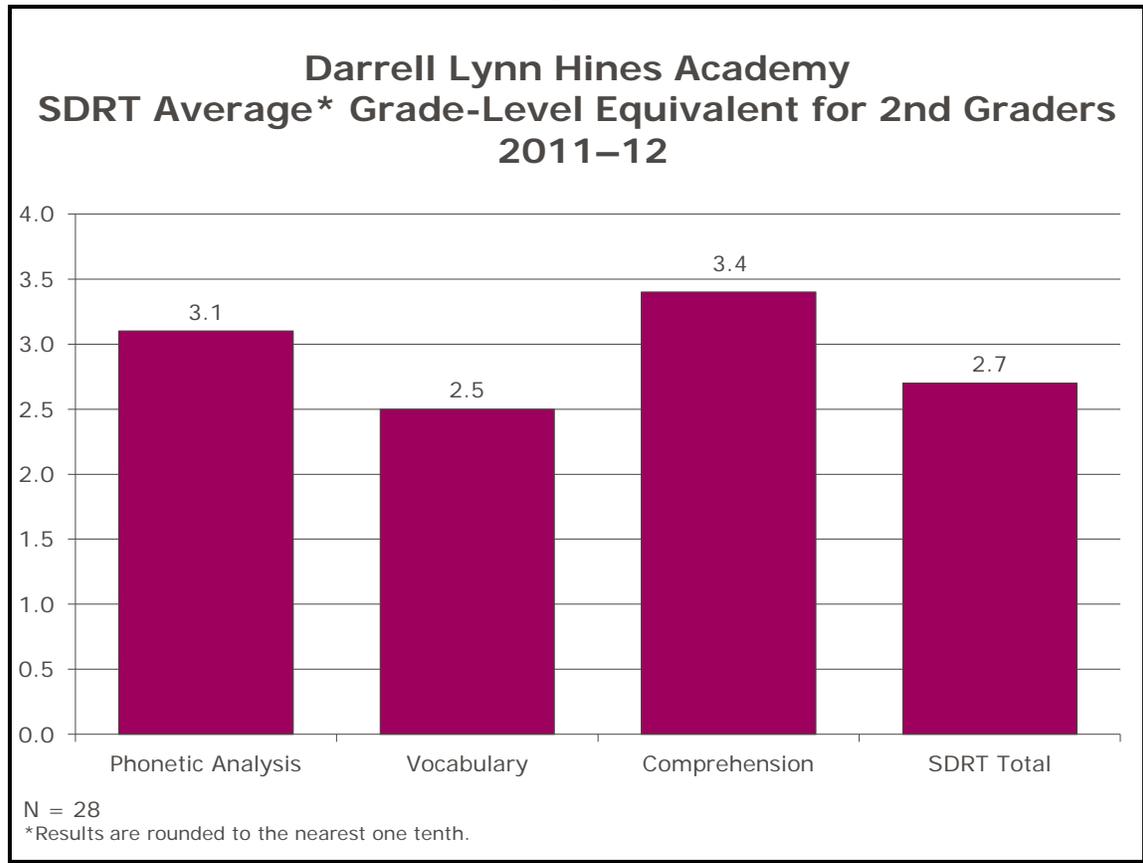
<b>Table 11</b>				
<b>Darrell Lynn Hines Academy</b>				
<b>Stanford Diagnostic Reading Test</b>				
<b>GLE Range for 1st Graders</b>				
<b>2011–12</b>				
<b>(N = 30)</b>				
<b>Area Tested</b>	<b>Lowest Grade Level Score</b>	<b>Highest Grade Level Score</b>	<b>Median GLE</b>	<b>Percentage at or Above GLE</b>
Phonetic Analysis	PK	5.2	1.6	83.3%
Vocabulary	K.4	2.9	1.7	90.0%
Comprehension	K.6	5.3	1.9	90.0%
<b>SDRT Total</b>	<b>K.4</b>	<b>3.1</b>	<b>1.8</b>	<b>90.0%</b>

Note: Results are rounded to the nearest one tenth.

4. SDRT for Second Graders

Results for second graders are presented in Figure 6 and Table 12. As illustrated, second graders were, on average, reading at 2.5 to 3.4 GLE in the areas tested. Ranges indicate a wide range of skills among students.

Figure 6



**Table 12**

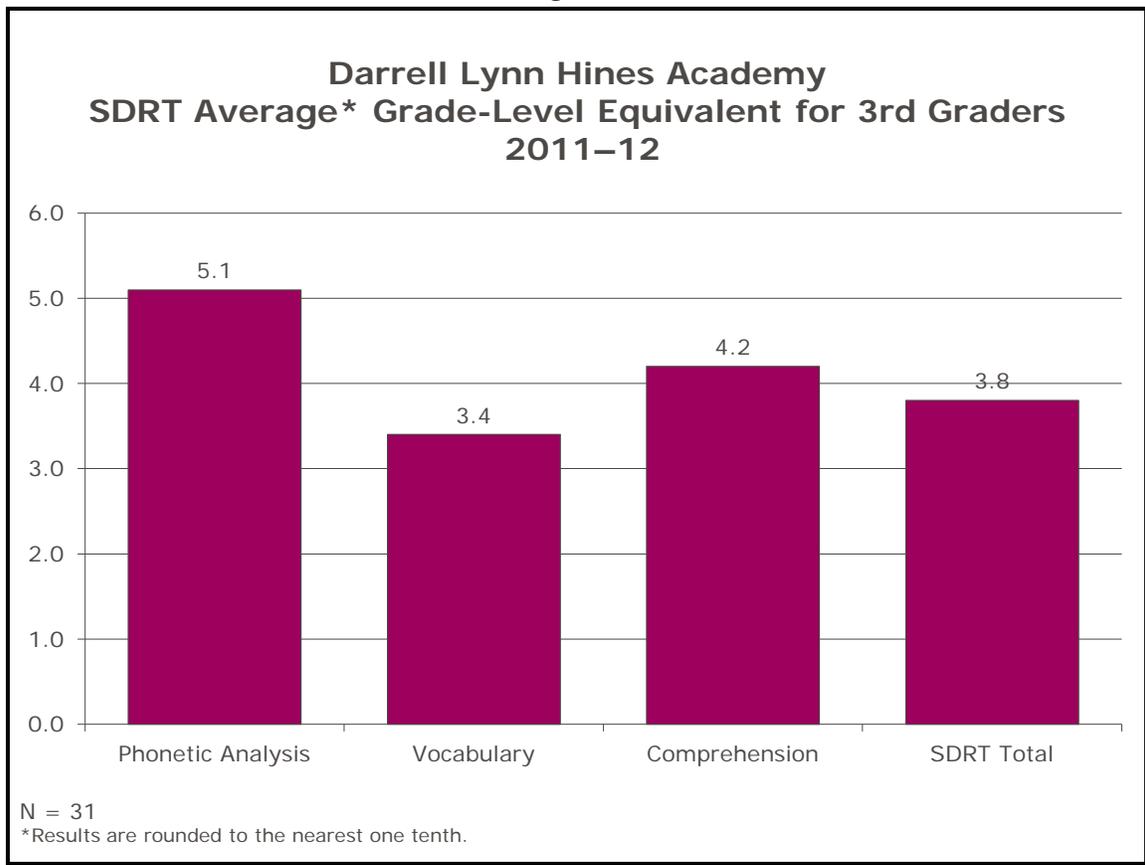
**Darrell Lynn Hines Academy  
SDRT GLE Range for 2nd Graders  
2011-12  
(N = 28)**

<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median GLE</b>	<b>Percentage At or Above GLE</b>
Phonetic Analysis	1.1	10.9	2.3	60.7%
Vocabulary	K.7	4.2	2.7	78.6%
Comprehension	1.2	8.9	3.1	92.9%
<b>SDRT Total</b>	<b>1.2</b>	<b>5.6</b>	<b>2.6</b>	<b>82.1%</b>

5. SDRT for Third Graders

Results for third graders indicated that students were, on average, reading at third- to fourth-grade levels in the areas tested. Nearly three-fourths (74.2%) were reading at or above grade level (see Figure 7 and Table 13).

Figure 7



<p align="center"><b>Table 13</b></p> <p align="center"><b>Darrell Lynn Hines Academy</b></p> <p align="center"><b>SDRT GLE Range for 3rd Graders</b></p> <p align="center"><b>2011–12</b></p> <p align="center"><b>(N = 31)</b></p>				
<b>Area Tested</b>	<b>Lowest Grade Level Scored</b>	<b>Highest Grade Level Scored</b>	<b>Median GLE</b>	<b>Percentage At or Above GLE</b>
Phonetic Analysis	K.9	PHS	3.8	77.4%
Vocabulary	1.6	4.7	3.4	80.6%
Comprehension	2.1	8.1	3.7	74.2%
<b>SDRT Total</b>	<b>2.0</b>	<b>5.6</b>	<b>3.6</b>	<b>74.2%</b>

a. *WKCE Results for Third Through Eighth Grade*

Every year, the CSRC requires its charter schools to administer the WKCE reading and math subtests to third- through eighth-grade students. Additionally, fourth- and eighth-grade students complete subtests in language arts, science, and social studies, as well as submit a writing assessment. Based on how they scored on these assessments, students' skills were rated in one of four proficiency categories: advanced, proficient, basic, and minimal performance.<sup>19</sup> Overall, 177 third- through eighth-grade students completed the WKCE reading test, and 176 students completed the WKCE math test in the 2011–12 school year. Results were used to assess third through eighth grade reading and math skills, as well as to provide scores against which to measure progress over multiple years.

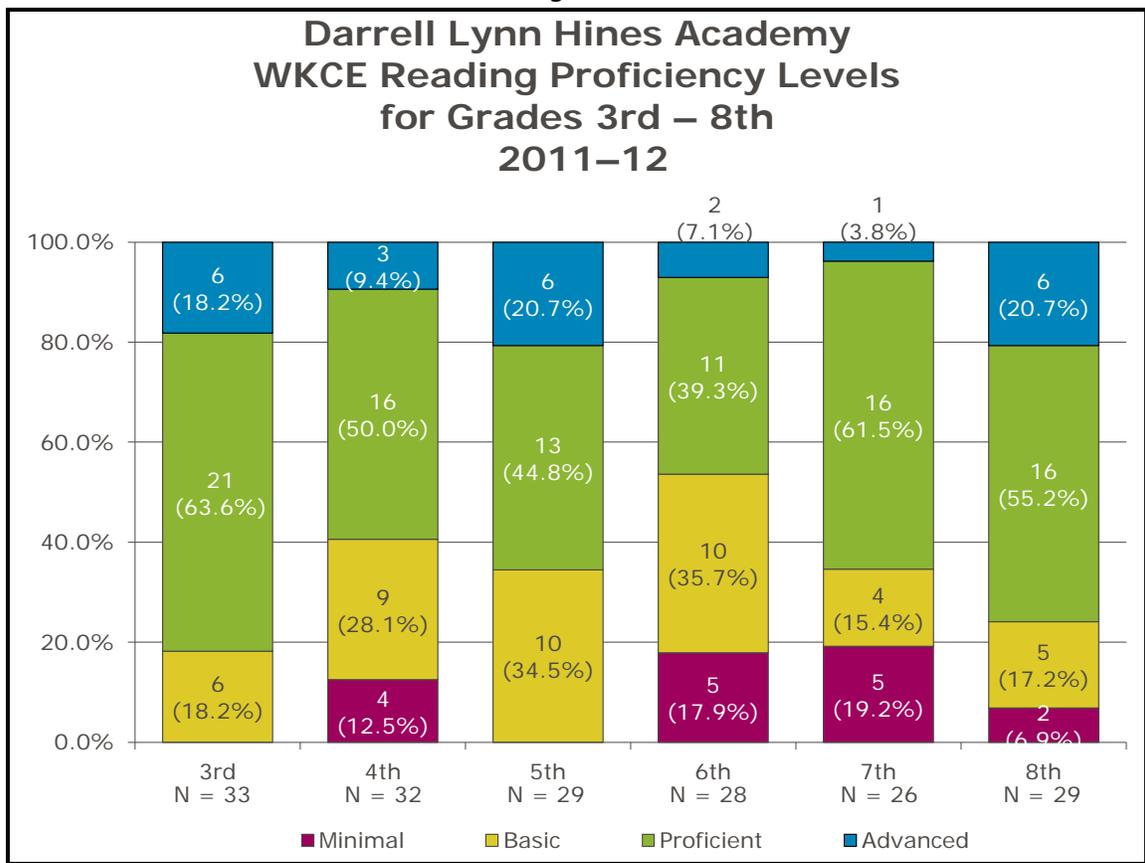
i. *Reading*

As illustrated in Figure 8, results for third-grade indicate that six (18.2%) students were reading at the advanced level, 21 (63.6%) scored proficient, six (18.2%) scored basic and no students scored in the minimal proficiency category. Results for fourth-grade students show that three (9.4%) fourth graders scored advanced, 16 (50.0%) scored proficient, nine (28.1%) scored basic, and four (12.5%)

<sup>19</sup> *Advanced*: Demonstrates in-depth understanding of academic knowledge and skills; *proficient*: demonstrates competency in the academic knowledge and skills; *basic*: demonstrates some academic knowledge and skills; and *minimal*: demonstrates very limited academic knowledge and skills.

fourth graders scored in the minimal category on the reading test. Results for fifth-grade students indicated that 6 (20.7%) fifth graders scored advanced, 13 (44.8%) were proficient, 10 (34.5%) scored basic, and no student scored minimal. Results for sixth-grade students show that two (7.1%) scored advanced, 11 (39.3%) scored proficient, 10 (35.7%) scored basic, and five (17.9%) scored minimal. Of seventh-grade students, one (3.8%) scored advanced, 16 (61.5%) scored proficient, four (15.4%) scored basic, and five (19.2%) scored minimal. Results for eighth-grade students show that six (20.7%) scored advanced, 16 (55.2%) scored proficient, five (17.2%) scored basic, and two (6.9%) scored minimal (Figure 8). Overall, 117 (66.1%) of the 177 students who took the WKC E in the fall scored proficient or advanced in reading (not shown).

Figure 8



On average, third-grade students scored in the 38th percentile statewide. This means that, on average, students scored higher than 38% of all third graders who took the WKCE reading test this year. Fourth graders scored in the 23rd percentile, fifth graders scored in the 34th percentile, sixth-grade students scored in the 19th percentile, seventh graders scored in the 26th percentile, and on average, eighth-grade students scored in the 35th percentile in reading.

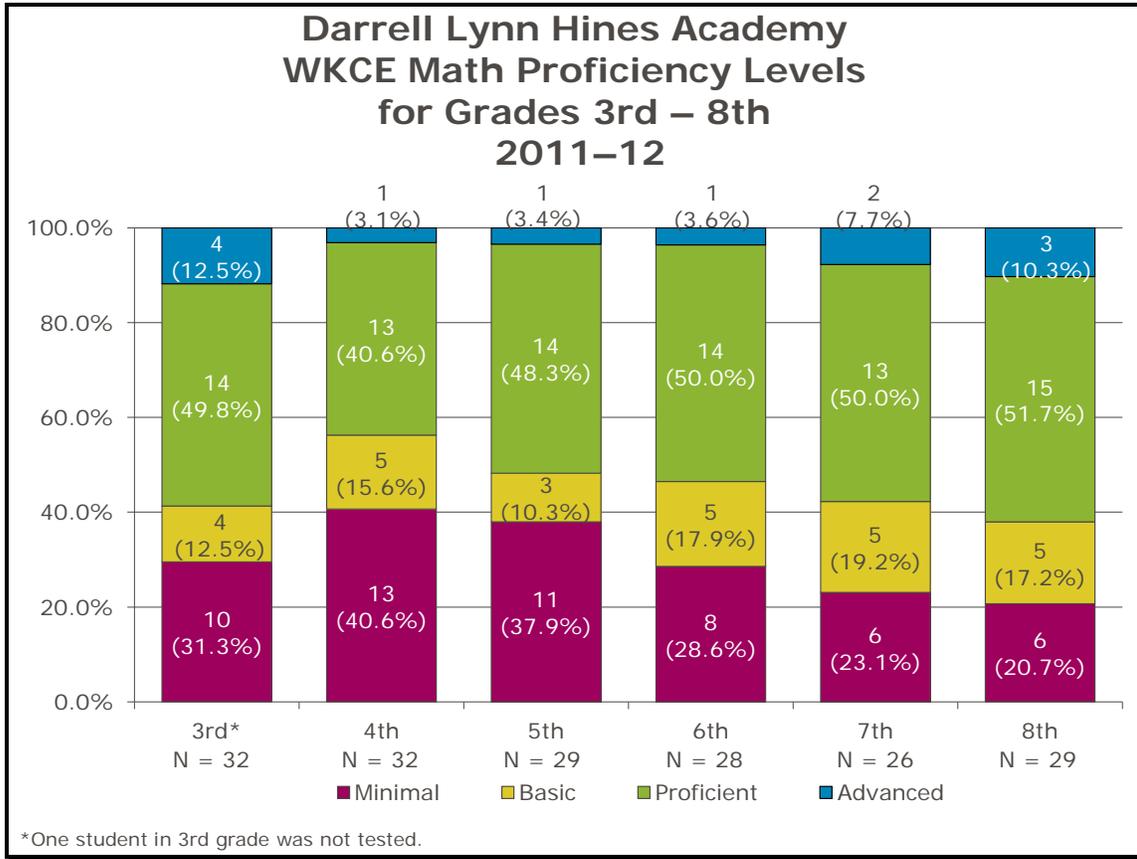
*ii. Math*

As illustrated in Figure 9, results for third-graders<sup>20</sup> show that four (12.5%) students were at the advanced level in math, 14 (43.8%) scored proficient, four (12.5%) scored basic, and 10 (31.3%) students scored in the minimal proficiency category. Results for fourth grade-students show that one (3.1%) fourth grader scored advanced, 13 (40.6%) scored proficient, five (15.6%) scored basic, and 13 (40.6%) fourth graders scored in the minimal category. Results for fifth-grade students indicated that one (3.4%) fifth grader scored advanced, 14 (48.3%) were proficient, 3 (10.3%) scored basic, and 11 (37.9%) students scored minimal. Results for sixth-grade students show that one (3.6%) scored advanced, 14 (50.0%) scored proficient, five (17.9%) scored basic, and eight (28.6%) scored minimal. Of seventh-grade students, two (7.7%) scored advanced, 13 (50.0%) scored proficient, five (19.2%) scored basic, and six (23.1%) obtained minimal proficiency. Results for eighth-grade students show that three (10.3%) scored advanced, 15 (51.7%) scored proficient, five (17.2%) scored basic, and six (20.7%) scored minimal. Overall, 94 (53.4%) of the 176 students who took the WKCE in the fall scored proficient or advanced in math (not shown).

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<sup>20</sup> One third-grade student was not tested in math.

Figure 9

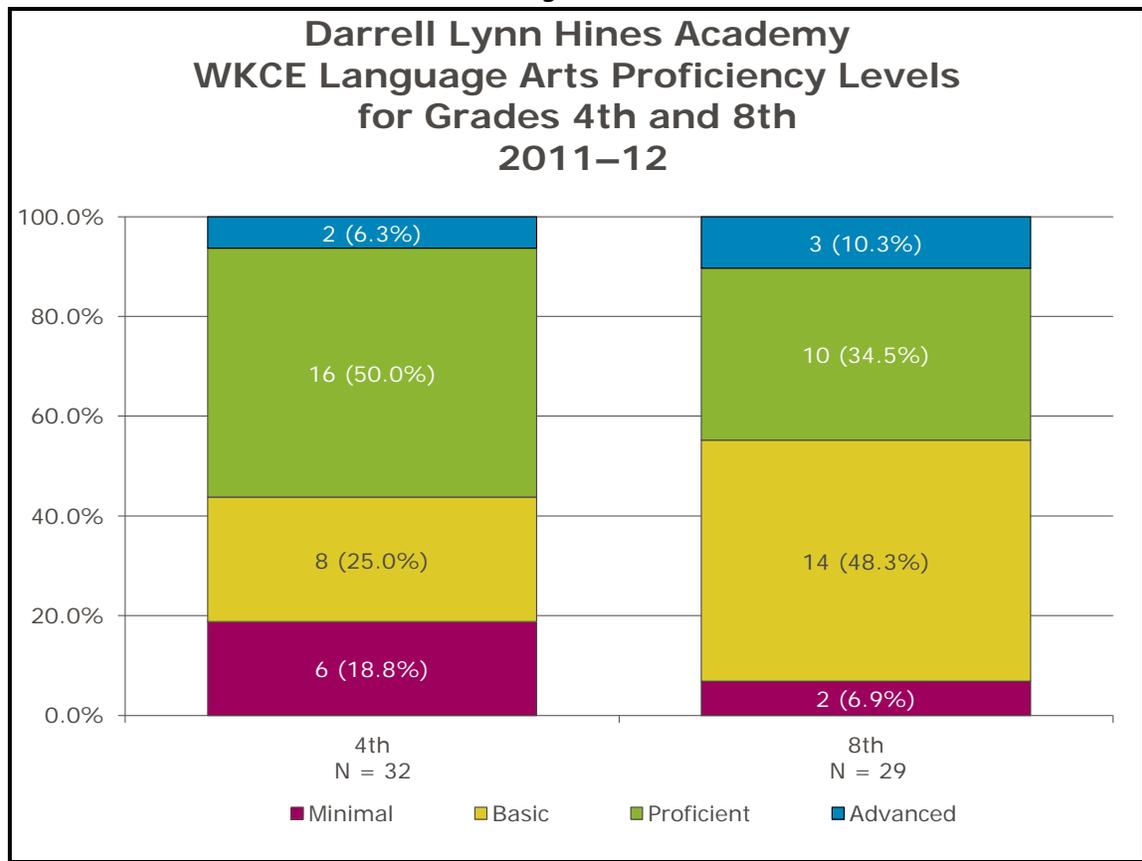


On average, third-grade students scored in the 29th percentile statewide. Fourth graders scored in the 22nd percentile, fifth graders scored in the 24th percentile, sixth-grade students scored in the 25th percentile, seventh graders scored in the 31st percentile, and eighth-grade students scored in the 33rd percentile in math.

iii. *Language Arts*

Fourth- and eighth-grade students completed a subtest in language arts on the WKCE. Results for fourth graders show that two (6.3%) scored advanced, 16 (50.0%) scored proficient, eight (25.0%) scored basic, and six (18.8%) scored minimal. For eighth graders, three (10.3%) scored advanced, 10 (34.5%) scored proficient, 14 (48.3%) scored basic, and two (6.9%) scored minimal on the language arts test (Figure 10).

Figure 10



iv. *Writing*

The final score from the WKCE is a writing score. The extended writing sample is evaluated using two holistic rubrics. A six-point composition rubric evaluates students' ability to control

purpose, organization, content development, sentence fluency, and word choice. A three-point conventions rubric evaluates students' ability to manage punctuation, grammar, capitalization, and spelling. Rubric scores are combined to produce a single score ranging from 0.0 to a maximum possible score of 9.0. DLH Academy's fourth graders' writing scores ranged from 3.0 to 7.0. The average score was 4.6. The median score was 5.0, meaning half of students scored at or below 5.0 and half scored 5.0 to 7.0.

Eighth graders are also assessed on an extended writing sample and can earn a total score ranging from 0.0 to 9.0 based on the same criteria outlined above. This year, eighth graders' scores ranged from 4.0 to 7.0. The average score was 5.2, and the median score was 5.0.

#### **F. Multiple-Year Student Progress**

Year-to-year progress is measured by comparing scores in reading and math on standardized tests from one year to the next. The tests used to examine progress are the SDRT (reading) and the WKCE (reading and math). Progress for students is reported separately for students who met proficiency expectations from those who did not. The following section describes results for students' year-to-year progress on the SDRT and WKCE.

##### **1. SDRT Results for First Through Third Graders**

First- through third-grade reading progress is measured using the SDRT. Results from this test are stated in GLE and do not translate into proficiency levels; therefore, results are described in GLE. The CSRC expects that at least 75% of students who were at or above grade level in the previous year maintain at or above grade level status during the current year. Students below grade level are expected to advance, on average, more than 1.0 GLE. Progress for all students who were tested in the last two consecutive years was examined.

Seventeen students enrolled at DLH Academy as first graders in 2010–11 took the test in 2011–12 as second graders, and 22 students enrolled in 2010–11 as second graders took the test in 2011–12 as third graders.

*a. Students at or Above GLE*

All 17 (100.0%) second graders scored at or above grade level as first-grade students, and 19 (86.4%) third-grade students scored at or above grade level as second-grade students in 2010–11.

Fifteen (88.2%) of the 17 second graders and 18 (94.7%) of the 19 third-graders maintained grade level or above status during 2011–12. Overall, 33 (91.7%) of 36 students at or above grade level in 2010–11 maintained grade level or above status in 2011–12, exceeding CSRC expectations (Table 14).

<b>Table 14</b> <b>Darrell Lynn Hines Academy</b> <b>Average GLE Advancement in Reading</b> <b>For Students at or Above GLE</b>		
<b>Grade</b> <b>(2010–11 to 2011–12)</b>	<b># Met Goal*</b>	<b>% Met Goal*</b>
1st to 2nd (n = 17)	15	88.2%
2nd to 3rd (n = 19)	18	94.7%
<b>Total (N = 36)</b>	<b>33</b>	<b>91.7%</b>

\*Maintained GLE status in 2011–12.

*b. Students Below GLE*

Only three students scored below GLE in 2010–11. In order to protect student identity, CRC does not report results for cohorts with fewer than 10 students. Therefore, CRC could not include results on the number of students who improved their GLE on the 2011–12 test.

c. *Average Student Advancement*

Table 15 describes reading progress results, as measured by the SDRT, over consecutive years for students tested as first graders in 2010–11 and as second graders in 2011–12, as well as students tested as second graders in 2010–11 and as third graders in 2011–12. The average advancement from first to second grade was 1.0 GLE, and second to third graders advanced an average of 0.9 GLE. Overall, these students advanced, on average, 0.9 GLE from 2010–11 to 2011–12.

<b>Table 15</b>				
<b>Darrell Lynn Hines Academy</b>				
<b>Average GLE Advancement in Reading</b>				
<b>Based on SDRT Total</b>				
<b>Grade (2010–11 to 2011–12)</b>	<b>Average GLE 2010–11</b>	<b>Average GLE 2011–12</b>	<b>Average GLE Advancement</b>	<b>Students at or Above Grade Level in 2010–11</b>
1st to 2nd (n = 17)	1.9	2.9	1.0	17 (100.0%)
2nd to 3rd (n = 22)	3.2	4.1	0.9	19 (86.4%)
<b>Total (N = 39)</b>	--	--	<b>0.9</b>	<b>36 (92.3%)</b>

Note: Results are rounded to the nearest tenth.

It is possible to compare SDRT results over two academic years for third-grade students who took the SDRT in 2009–10 as first graders. As illustrated, 17 students improved, on average, 2.1 GLE (Table 16).

<b>Table 16</b>				
<b>Darrell Lynn Hines Academy</b>				
<b>Average GLE Advancement From 1st to 3rd Grade</b>				
<b>Based on SDRT</b>				
<b>Reading</b>	<b>Average GLE 2009–10</b>	<b>Average GLE 2011–12</b>	<b>Median GLE Advancement</b>	<b>Average GLE Advancement</b>
1st to 3rd (n = 17)	2.3	4.3	2.3	2.1

Note: Results are rounded to the nearest tenth.

2. WKCE Results for Fourth Through Eighth Graders

a. *Consecutive Years*

Fourth- through eighth-grade reading and math skills are tested on the WKCE. The CSRC expects that at least 75% of students who were at the proficient or advanced levels on the previous year’s WKCE reading and math subtest would maintain their status of proficient or above. For students who scored below expectations, i.e., at the minimal or basic levels on their previous year’s WKCE reading and math tests, the goal was that at least 60% would either advance to the next proficiency level or advance to the next highest quartile within their previous year’s proficiency level. Year-to-year expectations apply to students who have been enrolled at the school for a full academic year. Data were available for 85 students who completed the reading and math portions of the WKCE.

b. *Students Who Met Proficiency*

Fifty-nine (66.3%) of the 89 students tested either at the proficient or advanced level in reading on the 2010–11 test, and 40 (44.9%) of students tested proficient or advanced in math. As illustrated, 89.8% of students maintained proficiency in reading, and 90.0% remained proficient in math (see Tables 17a and 17b). Therefore, the school has exceeded CSRC expectations.

<b>Table 17a</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Reading Proficiency-Level Progress</b>			
<b>for FAY Students Who Tested Proficient or Advanced in 2010–11</b>			
<b>Based on WKCE</b>			
<b>Grade</b>	<b>Students Proficient/Advanced in 2010–11</b>	<b>Students Maintained Proficient/Advanced in 2011–12</b>	
		<b>N</b>	<b>%</b>
3rd to 4th	12	11	91.7%
4th to 5th	12	10	83.3%
5th to 6th	7	Cannot report due to N size	
6th to 7th	19	17	89.5%

<b>Table 17a</b>			
<b>Darrell Lynn Hines Academy Reading Proficiency-Level Progress for FAY Students Who Tested Proficient or Advanced in 2010–11 Based on WKCE</b>			
<b>Grade</b>	<b>Students Proficient/Advanced in 2010–11</b>	<b>Students Maintained Proficient/Advanced in 2011–12</b>	
		<b>N</b>	<b>%</b>
7th to 8th	9	Cannot report due to N size	
<b>Total</b>	<b>59</b>	<b>53</b>	<b>89.8%</b>

<b>Table 17b</b>			
<b>Darrell Lynn Hines Academy Math Proficiency-level Progress for FAY Students Proficient or Advanced in 2010–11 Based on WKCE</b>			
<b>Grade</b>	<b>Students Proficient/Advanced in 2010–11</b>	<b>Students Maintained Proficient/Advanced in 2011–12</b>	
		<b>N</b>	<b>%</b>
3rd to 4th	10	7	70.0%
4th to 5th	7	Cannot report due to N size	
5th to 6th	6	Cannot report due to N size	
6th to 7th	10	7	70.0%
7th to 8th	7	Cannot report due to N size	
<b>Total</b>	<b>40</b>	<b>36</b>	<b>90.0%</b>

c. *Students Below Proficiency*

Progress for fourth through eighth graders is assessed for FAY students using proficiency levels from the WKCE over two consecutive years. Thirty (33.7%) students scored minimal or basic on the 2010–11 reading test and 49 (55.1%) students scored below proficiency in math. This year, 60.0% of FAY students who were below proficiency in reading, and 65.3% of FAY students who scored below proficiency in math improved at least one proficiency level or advanced a quartile (Tables 18, 19). The school has therefore met or exceeded CSRC expectations.

**Table 18**

**Darrell Lynn Hines Academy  
Reading Proficiency-Level Progress  
for FAY Students Minimal or Basic in 2010–11  
Based on WKCE**

<b>Grade</b>	<b># Students Minimal/Basic in 2010–11</b>	<b># Students Who Advanced One Proficiency Level</b>	<b>If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level</b>	<b>Total Advancement</b>	
				<b>N</b>	<b>%</b>
3rd to 4th	9	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
4th to 5th	5	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
5th to 6th	11	6	1	<b>7</b>	<b>63.6%</b>
6th to 7th	1	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
7th to 8th	4	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
<b>Total</b>	<b>30</b>	<b>16</b>	<b>2</b>	<b>18</b>	<b>60.0%</b>

<b>Table 19</b>					
<b>Darrell Lynn Hines Academy Math Proficiency-Level Progress for FAY Students Minimal or Basic in 2010–11</b>					
<b>Grade</b>	<b># Students Minimal/Basic in 2010–11</b>	<b># Students Who Advanced One Proficiency Level</b>	<b>If Not Advanced, # Who Improved Quartile(s) Within Proficiency Level</b>	<b>Total Advancement</b>	
				<b>N</b>	<b>%</b>
3rd to 4th	11	6	1	<b>7</b>	<b>63.6%</b>
4th to 5th	10	5	0	<b>5</b>	<b>50.0%</b>
5th to 6th	12	6	3	<b>9</b>	<b>75.0%</b>
6th to 7th	10	5	2	<b>7</b>	<b>70.0%</b>
7th to 8th	6	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size	Cannot report due to N size
<b>Total</b>	<b>49</b>	<b>26</b>	<b>6</b>	<b>32</b>	<b>65.3%</b>

### **G. School Scorecard**

In the 2009–10 school year, the CSRC piloted a scorecard for each of its chartered schools. The scorecard includes multiple measures of student academic progress such as performance on standardized tests and local measures as well as point-in-time academic achievement and engagement elements such as attendance and student and teacher retention and return. The score provides a summary indicator of school performance. In addition, the CSRC intends to examine scorecard results from all City-chartered schools over the past three years and establish policies that will guide decisions about contract renewal, probationary status, and school closure.

The school scored 77.3% on the scorecard this year. This compares to 71.2% on the school’s 2010–11 scorecard and 67.9% on the 2009–10 scorecard.

## **H. Annual Review of the School's Adequate Yearly Progress**

Since passage of No Child Left Behind (NCLB), performance in Wisconsin schools has been measured by Adequate Yearly Progress (AYP). AYP consists of four objectives: test participation, graduation rate or attendance rate, and achieving a designated proficiency rate on two academic indicators—reading and mathematics.

In July 2012, State Superintendent Tony Evers announced that Wisconsin's request for waivers from certain provisions of NCLB, including the AYP designation, was approved by the U.S. Department of Education. AYP will be replaced with an alternate school progress indicator as part of a larger accountability system developed by the Wisconsin Department of Public Instruction (DPI), which goes into effect in the 2012–13 school year. Therefore, there is no AYP determination for 2011–12 as the department transitions to the new accountability system. For more information, please see the DPI website: <http://dpi.wi.gov/oea/acct/accountability.html>.

## **I. Parent/Teacher/Board Satisfaction Regarding Student Academic Progress**

Based on 103 parent surveys, a majority of parents indicated that the program of instruction was excellent (53.4%) or good (36.9%) and that teacher performance was excellent (53.4%) or good (33.0.7%). In addition, 56.3% of the parents indicated that the school's contribution to their child's learning was excellent and 32.0% indicated that it was good. Most of the 10 teachers rated the school's contribution to student learning as good (n = 3) or fair (n = 4).

When asked about satisfaction with student academic progress, 53.4% of surveyed parents rated their child's academic progress as excellent and 34.0% as good. Three of the 10 teachers interviewed were very satisfied with the students' academic progress, and six were somewhat satisfied. Six of the seven of the board members interviewed were somewhat satisfied with the students' academic progress, and one was somewhat dissatisfied.

#### **IV. SUMMARY/RECOMMENDATIONS**

This report covers the 10th year of Darrell Lynn Hines Academy's operation as a City of Milwaukee charter school. The school has met all provisions of its contract with the City of Milwaukee.

Based on current and past contract compliance and the scorecard results, CRC recommends that DLH Academy continue regular, annual academic monitoring and reporting.

## **Appendix A**

### **Contract Compliance Chart**

**Darrell Lynn Hines Academy**

**Overview of Compliance for Education-Related Contract Provisions  
2011-12**

<b>Section of Contract</b>	<b>Education-Related Contract Provision</b>	<b>Report Page Number</b>	<b>Contract Provisions Met or Not Met?</b>
Section B	Description of educational program: student population served.	p. 2-7	Met
Section I, V	Education program of at least 180 days (including five banked and two organization days).	p. 11	Met
Section C	Educational methods.	pp. 2-5	Met
Section D	Administration of required standardized tests.	pp. 28-42	Met
Section D	Academic criteria #1: Maintain local measures, showing pupil growth in demonstrating curricular goals in reading, writing, math, and special education goals.	pp. 18-27	Met
Section D and subsequent memos from the CSRC	Academic criteria #2: Year-to-year achievement measure.		
	a. 2nd- and 3rd-grade students at or above grade level in reading: At least 75% will maintain at or above grade level status.	a. p. 43	a. Met (91.7%)
	b. 4th- to 8th-grade students proficient or advanced in reading: At least 75.0% will maintain proficiency level.	b. pp. 45-46	b. Met (89.8%)
	c. 4th- to 8th-grade students proficient or advanced in math: At least 75.0% will maintain proficiency level.	c. pp. 45-46	c. Met (90.0%)
Section D	Academic criteria #3:		
	a. 2nd- and 3rd-grade students with below grade-level scores in reading: Advance more than 1.0 GLE in reading.	a. pp. 46-47	a. N/A. Could not be reported (n = 3).
	b. 4th- to 8th-grade students below proficient level in reading test: At least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	b. pp. 46-47	b. Met (60.0%)
	c. 4th- to 8th-grade students below proficient level in math test: at least 60% will advance one level of proficiency or to the next quartile within the proficiency level range.	c. pp. 46-48	c. Met (65.3%)
Section E	Parental involvement.	pp. 11-12	Met
Section F	Instructional staff hold a DPI license or permit to teach.	p. 9	Substantially met*
Section I	Pupil database information.	pp. 5-6	Met
Section K	Disciplinary procedures.	pp. 12-14	Met

\*The physical education teacher applied for renewal on December 8, 2011, and is in the process of having his professional development plan processed and approved by DPI.

## **Appendix B**

### **Student Learning Memorandum**

## **Learning Memo for Darrell Lynn Hines College Preparatory Academy of Excellence**

**To:** City of Milwaukee Charter School Review Committee and Children's Research Center  
**From:** Darrell Lynn Hines College Preparatory Academy of Excellence  
**Re:** Student Learning Memorandum for the 2011–12 School Year  
**Date:** October 12, 2011

The following procedures and outcomes will be used for the 2011–12 school year to monitor the educational-related activities described in the Darrell Lynn Hines College Preparatory Academy of Excellence's charter school contract with the City of Milwaukee. The data will be provided to the Children's Research Center (CRC), the monitoring agent contracted by the City of Milwaukee Charter School Review Committee. Data will be reported in a spreadsheet or database that includes each student's Wisconsin student identification number (WSN). All spreadsheets and/or the database will include all students enrolled at any time during the school year.

### **Attendance**

The school will maintain an average daily attendance rate of 90.0%. Attendance will be reported as present, excused absence, or unexcused absence. A student is considered present for the day if he/she is in attendance for half a day or more.

### **Enrollment**

The school will record the enrollment date for every student. Upon admission, individual student information, including WSN, name, grade, gender, race/ethnicity, eligibility for free/reduced lunch, and special education status will be added to the school database.

### **Termination**

The date and reason for every student leaving the school will be recorded in the school database.

### **Parent Participation**

Parents will participate in both scheduled parent-teacher conferences. The date of the conference and whether a parent/guardian or other interested person participated in the conference will be recorded by the school for each student.

### **Special Education Needs Students**

The school will maintain updated records on all special education students, including disability type, date of the individualized education program (IEP) team eligibility assessment, eligibility assessment outcome, IEP completion date, parent participation in IEP completion, IEP review date and review results, and parent participation in review.

Students who have active IEPs will demonstrate progress toward meeting their IEP goals at the time of their annual review or reevaluation. Progress will be demonstrated by reporting the number of sub-goals identified for each student and the number of sub-goals that have been met for each student. Please note that ongoing student progress on IEP goals is monitored and reported throughout the academic year through the special education progress reports that are attached to the regular report cards.

## **Academic Achievement: Local Measures**

### Mathematics for K5 and First Grade

At least 85% of K5 students will demonstrate a 3 or 4 on at least 75% of the grade-level concepts taught throughout the year. There are 57 concepts expected for K5 students.<sup>21</sup>

At least 85% of first-grade students will demonstrate a 3 or 4 on at least 75% of the grade-level concepts taught throughout the year. There are 61 concepts expected for first-grade students.

Results will be reported by grade level.

The scoring rubric is:

4 = Advanced: Student demonstrates an advanced understanding of the concept or skill and is consistently working above grade-level expectations. Student repeatedly uses unique problem-solving tasks. Student communicates a sophisticated, well-articulated mathematical understanding of the concept.

3 = Proficient: Student solves problems independently, consistently, and efficiently (any errors that the student may make are infrequent and minor). Student may have some difficulty communicating his/her mathematical understanding of the concept.

2 = Student demonstrates a basic understanding of the concept or skill and is performing below grade-level expectations. Correct answers are not consistent/efficient and/or reminders, suggestions, and learning aids may be necessary to complete the task.

1 = Student demonstrates a minimal understanding of the concept or skill and is performing noticeably below grade-level expectations. Student may require intensive assistance from the teacher to further develop his/her understanding.

### Reading and Mathematics for Second Through Eighth Grade<sup>22</sup>

Students from second through eighth grades will demonstrate progress in reading and mathematics on the Measures of Academic Progress (MAP) tests administered in the fall and again in the spring. Specifically:

For returning students:<sup>23</sup>

- At least 60% of the students in grades 2–8 who reach their target RIT score in reading and/or math in the spring of 2011 will again meet their target RIT score on the spring 2012 MAP test.

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<sup>21</sup> Teachers document proficiency of each concept for each student on a school-designed Excel spreadsheet.

<sup>22</sup> The school will continue to provide language arts scores in order to track language arts achievement, but will not include a language arts local measure goal.

<sup>23</sup> Students who completed all MAP assessments in 2010–11.

- At least 50% of students who did not meet target RIT scores on the spring 2011 test will meet target RIT scores on the spring 2012 test.

Of the students who are not in the year-to-year cohort, i.e., those who were first graders last year, did not complete all MAP assessments in 2010–11, or are new to the school this year, at least 50% will meet target scores in reading and 50% will meet target scores in math on the spring 2012 MAP test.<sup>24</sup>

#### Writing for K5 Through Eighth Grade

Students in grades K5 through eighth will complete a writing sample no later than October 30, 2011. The writing sample will be assessed using the 6+1 Traits of Writing. The six traits of writing include ideas, organization, voice, word choice, sentence fluency, and conventions. Students receive a rubric score of 1–4 (1 = minimal, 2 = basic, 3 = proficient, 4 = advanced) for each trait; the average, overall score for all six traits will be used to measure student progress. At least 65% of the students who complete the writing sample in October will achieve an overall score of 3 or higher on a second writing sample taken during the month of May, 2012. The prompt for both writing samples will be the same and will be based on grade-level topics with the narrative genre.<sup>25</sup>

#### **Academic Achievement: Standardized Measures**

The following standardized test measures will assess academic achievement in reading and/or mathematics.

#### Grades 1, 2, and 3

The SDRT will be administered between April 17 and May 12, 2012. The first-year testing will serve as baseline data. Reading progress will be assessed based on the results of the test in the second and subsequent years.

#### Grades 3 Through 8

The WKCE will be administered on an annual basis in the timeframe identified by the Wisconsin Department of Public Instruction. The WKCE subtests will provide each student with a proficiency level, scale score, and state percentile in reading and math. Fourth and eighth graders will also be assessed for proficiency in science, social studies, and language arts. In addition, fourth- and eighth-grade writing skills will be assessed.

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<sup>24</sup> CRC will also conduct analysis using a pilot analysis developed to measure student progress on the MAP tests.

<sup>25</sup> Writing genres include expository, descriptive, persuasive, and narrative.

## CSRC Expectations

- For current second- and third-grade students with comparison Stanford Diagnostic Reading Test (SDRT) scores from the previous spring:
  - a. At least 75% of the students who scored at or above grade level the previous spring will maintain at or above grade-level status.
  - b. Students below grade level on the previous year's SDRT will advance, on average, more than one year using grade-level equivalencies (GLE) from spring test to spring test.

(The results for third-grade students with comparable first-grade SDRT test results will be reported as supplementary information.)

- At least 75.0% of the students who were proficient or advanced on the Wisconsin Knowledge and Concepts Examination (WKCE) in reading and/or math in 2010–11 will maintain their status of proficient or above.
- At least 60% of the fourth- through eighth-grade students who tested below proficient (basic or minimal) in reading and/or math on the WKCE in 2010–11 will improve a level or move at least one quartile within their level.

**Learning Memo Data Addendum**  
**Darrell Lynn Hines College Preparatory Academy of Excellence**

The following describes the data collection and submission process related to each of the outcomes in the learning memo for the 2011–12 academic year. Additionally, there are important principles applicable to all data collection that must be considered.

1. All students attending the school at any time during the academic year should be included in all student data files. This includes students who enroll after the first day of school and students who withdraw before the end of the school year. Be sure to include each student’s unique Wisconsin student ID number and school-based ID number in each data file.
  
2. All data fields must be completed for each student enrolled at any time during the school year. If a student is not enrolled when a measure is completed, record N/E to indicate “not enrolled.” If the measure did not apply to the student for another reason, enter N/A for that student to indicate “not applicable.” N/E may occur if a student enrolls after the beginning of the school year or withdraws prior to the end of the school year. N/A may apply if a student is absent when a measure is completed.
  
3. Record and submit a score/response for each student. Please do not submit aggregate data (e.g., 14 students scored 75.0%, or the attendance rate was 92.0%).

Staff person responsible for year-end data submission: Cathy Stampley

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person Responsible for Collecting Data</b>
Enrollment, Termination, and Attendance	Create a column for each of the following. Include for all students enrolled at any time during the school year: <ul style="list-style-type: none"> <li>• WI student ID number (WSN)</li> <li>• School student ID number (school-based)</li> <li>• Student name</li> <li>• Grade level</li> <li>• Race/ethnicity</li> <li>• Gender (M/F)</li> <li>• Eligibility for free/reduced lunch</li> <li>• Enrollment date</li> <li>• Termination date, or N/A if the student did not withdraw</li> <li>• Reason for termination</li> <li>• The number of days the student was enrolled at the school this year</li> <li>• The number of days the</li> </ul>		Cathy Stampley

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	<p>student attended this year</p> <ul style="list-style-type: none"> <li>• The number of excused absences this year</li> <li>• The number of unexcused absences this year</li> <li>• Indicate if the student had and/or was assessed for special education needs during the school year (yes and eligible, yes and not eligible, or no)</li> </ul>		
Parent Participation	<p>Create a column for each of the following. Include for all students enrolled at any time during the school year:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Create one column labeled <u>conference 1</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the first conference. If the student was not enrolled at the time of this conference, enter N/E.</li> <li>• Create one column labeled <u>conference 2</u>. In this column, indicate with a Y or N whether a parent/guardian/adult attended the second conference. If the student was not enrolled at the time of this conference, enter N/E.</li> </ul>	Excel spreadsheet designed by school	Cathy Stampley
Special Education Needs Students	<p>For each student who had or was assessed for special education, i.e., with “yes and eligible” in the enrollment data file above, include the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• The special education need, e.g., ED, CD, LD, OHI, etc.</li> <li>• Eligibility assessment date</li> <li>• IEP completion date</li> <li>• Parent participation in IEP completion (Y/N)</li> <li>• IEP review date</li> <li>• IEP review results, e.g.,</li> </ul>	Excel spreadsheet designed by school	Cathy Stampley

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	<p>continue in special education, no longer eligible for special education</p> <ul style="list-style-type: none"> <li>• Parent participation in IEP review (Y/N)</li> <li>• Number of goals, including sub-goals, on IEP</li> <li>• Number of goals, including sub-goals, met on IEP</li> </ul>		
<p>Academic Achievement: Local Measures</p> <p><i>Math</i></p>	<p>For each student enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> </ul> <p>For K5 and 1st graders include the following:</p> <ul style="list-style-type: none"> <li>• Number of concepts on which student earned “3”</li> <li>• Number of concepts on which student earned “4”</li> <li>• Total number of concepts on which student was assessed</li> </ul> <p>For 2nd through 8th graders include the following:</p> <ul style="list-style-type: none"> <li>• Fall MAP test score for math</li> <li>• Target RIT score for math</li> <li>• Spring MAP test score for math</li> <li>• Met target in math (Y/N)</li> </ul>	<p>Excel spreadsheet designed by school</p>	<p>Cathy Stampley</p>
<p>Academic Achievement: Local Measures</p> <p><i>Reading and Language Arts</i></p>	<p>For 2nd- through 8th-grade students enrolled at any time during the year, include the following:</p> <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Fall MAP test score for reading</li> <li>• Target RIT score for reading</li> <li>• Spring MAP test score for reading</li> <li>• Met target in reading (Y/N)</li> <li>• Fall MAP test score for language arts</li> <li>• Target RIT score for language</li> </ul>	<p>Excel spreadsheet designed by school</p>	<p>Cathy Stampley</p>

Learning Memo Section/Outcome	Data Description	Location of Data	Person Responsible for Collecting Data
	arts <ul style="list-style-type: none"> <li>• Spring MAP test score for language arts</li> <li>• Met target in language arts (Y/N)</li> </ul>		
Academic Achievement: Local Measures  <i>Writing</i>	For each student enrolled at any time during the year, include the following: <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Fall writing score</li> <li>• Fall writing sample date</li> <li>• Spring writing score</li> <li>• Spring writing sample date</li> </ul>	Excel spreadsheet designed by school	Cathy Stampley
Academic Achievement: Standardized Measures  <i>SDRT</i>	Create a spreadsheet including all 1st- through 3rd-grade students enrolled at any time during the school year. Include the following: <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Grade</li> <li>• Phonetics scale score</li> <li>• Phonetics GLE</li> <li>• Vocabulary scale score</li> <li>• Vocabulary GLE</li> <li>• Comprehension scale score</li> <li>• Comprehension GLE</li> <li>• Total scale score</li> <li>• Total GLE</li> </ul> Please provide the test date(s) in an email or other document.	Excel spreadsheet designed by school	Cathy Stampley
Academic Achievement: Standardized Measures  <i>WKCE</i>	For each 3rd- through 8th-grade student enrolled at any time during the school year, include the following: <ul style="list-style-type: none"> <li>• WSN</li> <li>• School student ID number</li> <li>• Student name</li> <li>• Grade</li> <li>• Scale scores for each WKCE test (e.g., math and reading for all grades, plus language, social studies, science, and writing for 4th and 8th</li> </ul>	Excel spreadsheet designed by school, or grant CRC access to the Turnleaf website to download school data	Cathy Stampley

<b>Learning Memo Section/Outcome</b>	<b>Data Description</b>	<b>Location of Data</b>	<b>Person Responsible for Collecting Data</b>
	<p>graders)</p> <ul style="list-style-type: none"> <li>• Proficiency level for each WKCE test</li> <li>• State percentile for each WKCE test</li> </ul> <p>Note: Enter N/E if the student was not enrolled at the time of the test. Enter N/A if the test did not apply for another reason.</p> <p>CRC encourages the school to download WKCE data from the Turnleaf website. This website contains the official WKCE scores used by DPI.</p> <p>Please provide the test date(s) in an email or other document.</p>		

## **Appendix C**

### **Trend Information**

Table C1					
Darrell Lynn Hines Academy Student Enrollment and Retention					
Year	Number Enrolled at Start of School Year	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number and Rate Enrolled for Entire School Year
2002-03	225	17	26	216	--
2003-04	246	2	20	228	--
2004-05	235	13	11	237	--
2005-06	257	10	13	254	--
2006-07	303	7	21	289	--
2007-08	298	19	32	285	--
2008-09*	281	11	15	277	267 (95.0%)
2009-10	289	7	33	263	258 (89.3%)
2010-11	288	27	58	257	237 (82.3%)
2011-12	303	10	33	280	272 (89.8%)

\*2008-09 was the first year CSRC required that retention rate be calculated.

Figure C1

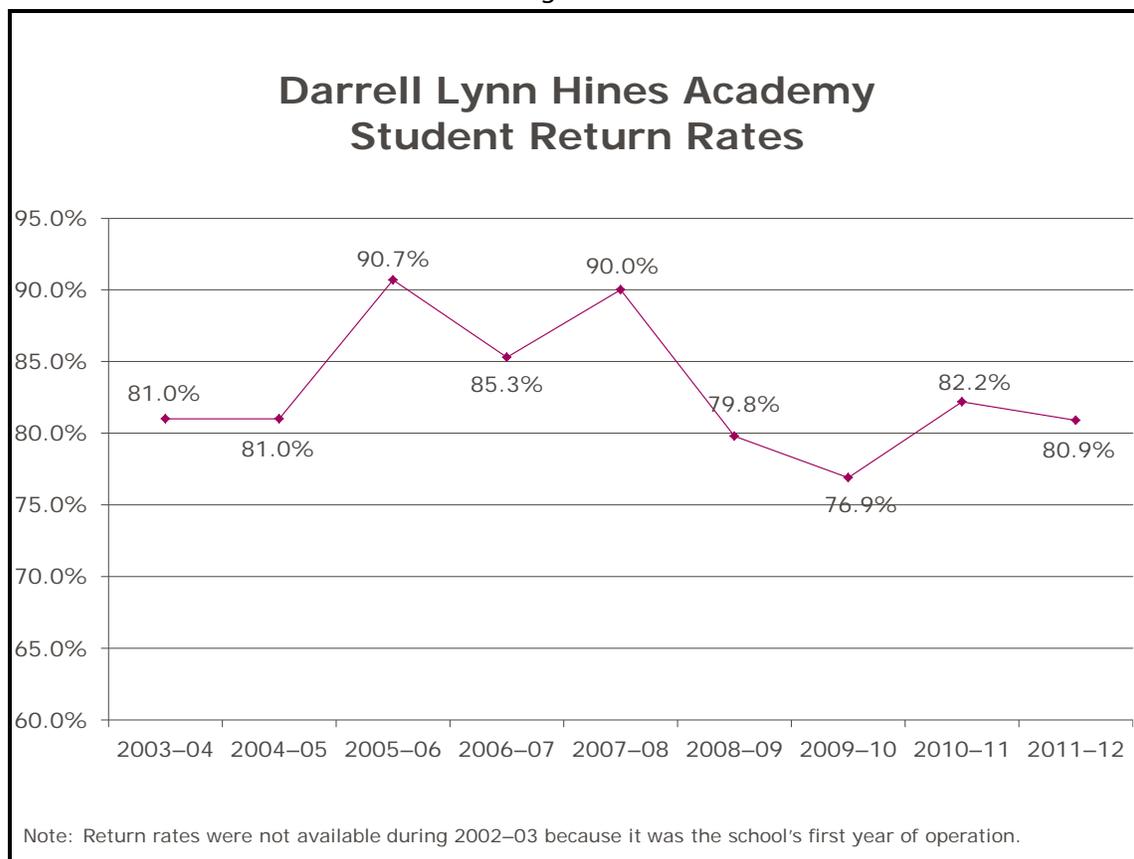


Figure C2

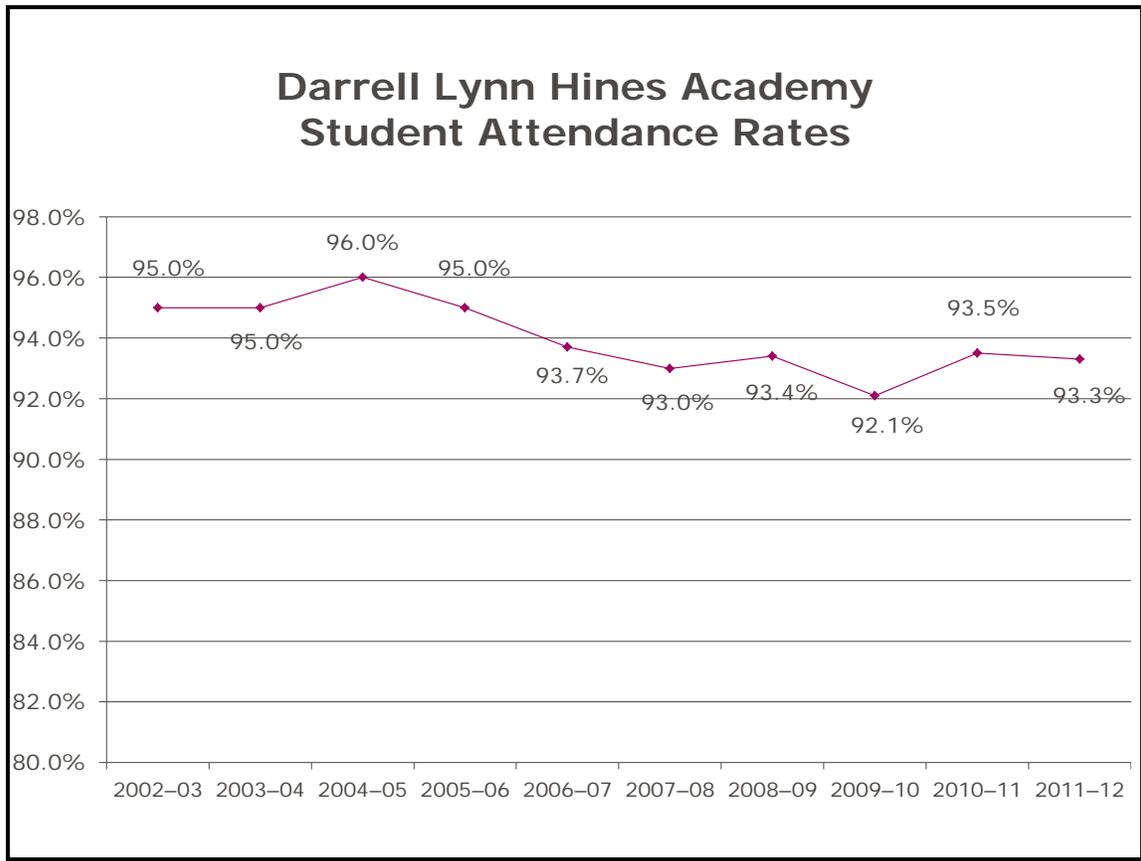
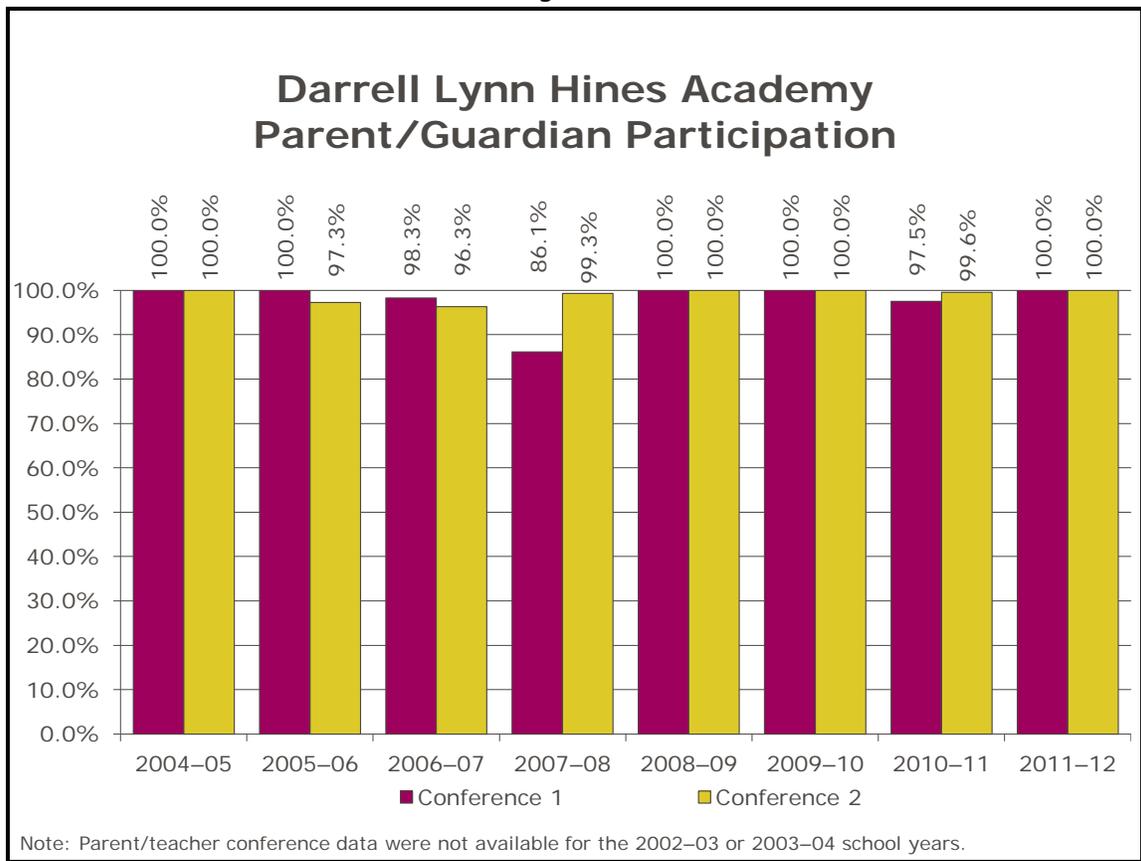


Figure C3



<b>Table C2</b>	
<b>Darrell Lynn Hines Academy Stanford Diagnostic Reading Test Year-to-Year Progress Percentage of Students Who Remained at or Above Grade Level Grades 2–3</b>	
<b>School Year</b>	<b>Percent</b>
2011–12	91.7%

<b>Table C3</b>	
<b>Darrell Lynn Hines Academy Stanford Diagnostic Reading Test Year-to-Year Progress Students Who Were Below Grade Level and Showed Improvement Grades 2–3</b>	
<b>School Year</b>	<b>Average GLE Advancement</b>
2011–12	Cannot report due to N size

<b>Table C4</b>		
<b>Darrell Lynn Hines Academy WKCE Year-to-Year Progress Students Who Remained Proficient or Showed Advancement Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2005–06	72.7%	64.2%
2006–07	82.2%	73.1%
2007–08	83.8%	76.7%
2008–09	80.0%	67.9%
2009–10	80.6%	94.3%
2010–11	86.7%	82.2%
2011–12	89.9%	90.0%

Note: WKCE scores were not reported the same way during the 2002–03, 2003–04, and 2004–05 school years. Therefore, data for those years are not included in this table.

<b>Table C5</b>		
<b>Darrell Lynn Hines Academy</b>		
<b>WKCE Year-to-year Progress</b>		
<b>Students Who Were Minimal or Basic and Showed Improvement</b>		
<b>Grades 4–8</b>		
<b>School Year</b>	<b>Reading</b>	<b>Math</b>
2005–06	54.8%	54.8%
2006–07	71.2%	68.4%
2007–08	52.1%	30.6%
2008–09	61.8%	45.5%
2009–10	45.7%	58.2%
2010–11	55.3%	41.9%
2011–12	60.0%	65.3%

<b>Table C6</b>						
<b>Darrell Lynn Hines Academy</b>						
<b>Teacher Retention</b>						
<b>Teacher Type</b>	<b>Year</b>	<b>Number at Beginning of School Year</b>	<b>Number Started After School Year Began</b>	<b>Number Terminated Employment During the Year</b>	<b>Number at the End of School Year</b>	<b>Retention Rate: Number and Rate Employed at the School for Entire School Year</b>
Classroom Teachers Only	2009–10	12	0	0	12	100.0%
All Instructional Staff	2009–10	21	0	0	21	100.0%
Classroom Teachers Only	2010–11	13	0	2	11	84.6%
All Instructional Staff	2010–11	21	0	2	19	90.5%
Classroom Teachers Only	2011–12	13	0	0	13	100%
All Instructional Staff	2011–12	21	0	0	21	100%

<b>Table C7</b>				
<b>Darrell Lynn Hines Academy Teacher Return Rate*</b>				
<b>Teacher Type</b>	<b>Year</b>	<b>Number at End of Prior School Year</b>	<b>Number Returned at Beginning of Current School Year</b>	<b>Return Rate</b>
Classroom Teachers Only	2009–10	11	11	100.0%
All Instructional Staff	2009–10	19	18	94.7%
Classroom Teachers Only	2010–11	6	6	100.0%
All Instructional Staff	2010–11	13	13	100.0%
Classroom Teachers Only	2011–12	9	9	100.0%
All Instructional Staff	2011–12	17	17	100.0%

\*Includes only teachers who were eligible to return, i.e., were offered a position for fall.

<b>Table C8</b>		
<b>Darrell Lynn Hines Academy Adequate Yearly Progress</b>		
<b>Year</b>	<b>Met</b>	<b>Improvement Status</b>
2003–04	Yes	Satisfactory
2004–05	Yes	Satisfactory
2005–06	Yes	Satisfactory
2006–07	Yes	Satisfactory
2007–08	No	Satisfactory
2008–09	Yes	Satisfactory
2009–10	Yes	Satisfactory
2010–11	No	Satisfactory
2011–12	N/A	N/A

<b>Table C9</b>	
<b>Darrell Lynn Hines Academy Scorecard</b>	
<b>School Year</b>	<b>Scorecard Result</b>
2009–10	67.2%
2010–11	71.2%
2011–12	77.3%

## **Appendix D**

### **Scorecard**

**City of Milwaukee Charter School Review Committee  
School Scorecard**

r: 4/11

**K5-8TH GRADE**

<b>STUDENT ACADEMIC PROGRESS: GRADES 1-3</b>		
• SDRT—% remained at or above GL	(4.0)	<b>10%</b>
• SDRT—% below GL who improved more than 1 GL	(6.0)	

<b>STUDENT ACADEMIC PROGRESS: GRADES 3-8</b>		
• WKCE reading—% maintained proficient and advanced	(7.5)	<b>35%</b>
• WKCE math—% maintained proficient and advanced	(7.5)	
• WKCE reading—% below proficient who progressed	(10.0)	
• WKCE math—% below proficient who progressed	(10.0)	

<b>LOCAL MEASURES</b>		
• % met reading	(3.75)	<b>15%</b>
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

<b>STUDENT ACHIEVEMENT: GRADES 3-8</b>		
• WKCE reading—% proficient or advanced	(7.5)	<b>15%</b>
• WKCE math—% proficient or advanced	(7.5)	

<b>ENGAGEMENT</b>		
• Student attendance	(5.0)	<b>25%</b>
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

**HIGH SCHOOL**

<b>STUDENT ACADEMIC PROGRESS: GRADES 9, 10, and 12</b>		
• EXPLORE to PLAN—composite score at or above 17 on EXPLORE and at or above 18 on PLAN	(5)	<b>30%</b>
• EXPLORE to PLAN—composite score of less than 17 on EXPLORE but increased 1 or more on PLAN	(10)	
• Adequate credits to move from 9th to 10th grade	(5)	
• Adequate credits to move from 10th to 11th grade	(5)	
• DPI graduation rate	(5)	

<b>POST-SECONDARY READINESS: GRADES 11 and 12</b>		
• Post-secondary acceptance for graduates (college, university, technical school, military)	(10)	<b>15%</b>
• % of 11th/12th graders tested	(2.5)	
• % of graduates with ACT composite score of 21.25 or more	(2.5)	

<b>LOCAL MEASURES</b>		
• % met reading	(3.75)	<b>15%</b>
• % met math	(3.75)	
• % met writing	(3.75)	
• % met special education	(3.75)	

<b>STUDENT ACHIEVEMENT: GRADE 10</b>		
• WKCE reading—% proficient and advanced	(7.5)	<b>15%</b>
• WKCE math—% proficient and advanced	(7.5)	

<b>ENGAGEMENT</b>		
• Student attendance	(5.0)	<b>25%</b>
• Student reenrollment	(5.0)	
• Student retention	(5.0)	
• Teacher retention	(5.0)	
• Teacher return*	(5.0)	

\*Teachers not offered continuing contracts are excluded when calculating this rate.

Note: If a school has less than 10 students in any cell on this scorecard, CRC does not report these data. This practice was adopted to protect student identity. Therefore, these cells will be reported as not available (N/A) on the scorecard. The total score will be calculated to reflect each school's denominator.

**City of Milwaukee  
Charter School Review Committee Scorecard  
Darrell Lynn Hines Academy  
2011–12 School Year**

<b>Area</b>	<b>Measure</b>	<b>Max. Points</b>	<b>% Total Score</b>	<b>Performance</b>	<b>Points Earned</b>
<b>Student Academic Progress Grades 1–3</b>	SDRT: % remained at or above GL	4	<b>10%</b>	91.7%	3.7
	SDRT: % below GL who improved more than 1 GL	N/A (6)		--	--
<b>Student Academic Progress Grades 3–8</b>	WKCE reading: % maintained proficient and advanced	7.5	<b>35%</b>	89.8%	6.7
	WKCE math: % maintained proficient and advanced	7.5		90.0%	6.8
	WKCE reading: % below proficient who progressed	10		60.0%	6.0
	WKCE math: % below proficient who progressed	10		65.3%	6.5
<b>Local Measures</b>	% met reading	3.75	<b>15%</b>	57.4%	2.2
	% met math	3.75		61.4%	2.3
	% met writing	3.75		67.2%	2.5
	% met special education	3.75		100.0%	3.75
<b>Student Achievement Grades 3–8</b>	WKCE reading: % proficient or advanced	7.5	<b>15%</b>	66.1%	4.9
	WKCE math: % proficient or advanced	7.5		53.4%	4.0
<b>Engagement</b>	Student attendance	5	<b>25%</b>	93.3%	4.7
	Student reenrollment	5		80.9%	4.1
	Student retention	5		89.8%	4.5
	Teacher retention rate	5		100%	5.0
	Teacher return rate	5		100%	5.0
<b>TOTAL</b>		<b>94</b>			<b>72.65/77.3%</b>

Note: To protect student identity, results for cohorts of fewer than 10 students are not applicable; these cells are reported as not available (N/A). The percentage is calculated based on the modified denominator, rather than 100 possible points. Teacher retention and return rates include both classroom teachers and other instructional staff.

## **Appendix E**

### **Teacher Interviews**

## Teacher Interviews

In the spring of 2011, CRC interviewed 10 teachers regarding their reasons for teaching and overall satisfaction with the school. At least one teacher each from grades K4 through fifth and two sixth through eighth grade teachers were interviewed, as well as the special education teacher. One teacher was associated with Teach for America. Teachers were responsible for 11 to 36 students at a given time. Two of the 10 teachers indicated that they shared classroom responsibility with another teacher for at least one period of the day, and the other eight did not share classroom responsibility. One teacher each had been teaching at the school for nine, one for five, and one for and four years; three teachers had been teaching at the school for three years, and three teachers had been teaching at the school for one year. All teachers indicated that they routinely use data to make decisions in the classroom, and six teachers indicated that school leadership used data to make school-wide decisions. Four teachers indicated that the school did not use student data to make school-wide decisions. Four teachers' performance reviews occurred annually, five teachers' performance reviews occurred every semester, and one teacher's review occurred monthly. All teachers indicated that they received informal feedback and suggestions monthly. Four teachers were satisfied with the review process, four teachers were somewhat satisfied with the review process, and one teacher each indicated that they were somewhat dissatisfied or very dissatisfied with the process. Seven teachers interviewed reported that they had plans to continue teaching at the school, and three teachers indicated that they did not plan to continue teaching at the school.

Teachers were asked to rate how important various reasons were for teaching at the school. Teachers rated general atmosphere, administrative leadership, age/grade level of students, educational methodology, discipline, and class size as somewhat important or very important for teaching at DLH Academy. See Table E1 for more details.

<b>Table E1</b>				
<b>Reasons for Teaching at Darrell Lynn Hines Academy</b>				
<b>2011-12</b>				
<b>(N = 10)</b>				
<b>Reason</b>	<b>Importance</b>			
	<b>Very Important</b>	<b>Somewhat Important</b>	<b>Somewhat Unimportant</b>	<b>Not at All Important</b>
Location	1	2	4	3
Financial	3	3	2	2
Educational methodology	6	4	0	0
Age/grade level of students	7	2	1	0
Discipline	6	2	2	0
General atmosphere	8	1	1	0
Class size	4	5	1	0
Type of school	1	2	3	4
Parental Involvement	2	4	3	1
Administrative leadership	7	3	0	0
Colleagues	4	5	1	0
Students	4	3	2	1

Teachers were asked whether there were any additional criteria that influenced their decision to continue teaching at the school. One teacher interviewed reported administrative involvement in the classroom as a reason for continuing to teach at the school. The remaining nine teachers did not state any additional reasons.

In terms of overall evaluation of the school, teachers were asked to rate the school's performance related to class size, materials and equipment, and student assessment plan, as well as shared leadership, professional support and development, and the school's progress toward becoming an excellent school. Teachers most often rated students' assessment plans, standardized tests, local measures, and professional support as good. Teachers most often rated materials and equipment and shared leadership as fair. Class size was most often reported as poor. Four of the 10 teachers listed the school's progress toward becoming an excellent school as good, four teachers listed the school's progress as fair, and two teachers reported the school's progress to be poor (no teachers gave the school an excellent rating).

<b>Table E2</b>				
<b>Darrell Lynn Hines Academy</b>				
<b>School Performance Rating</b>				
<b>2011-12</b>				
<b>(N = 10)</b>				
<b>Area</b>	<b>Rating</b>			
	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
1. Class size	0	3	3	4
2. Materials and equipment	0	4	6	0
3. Student assessment plan	2	7	1	0
3a. Local measures	3	5	2	0
3b. Standardized tests	1	8	1	0
3c. Progress reports	3	4	3	0
4. Shared leadership, decision making, and accountability	1	2	5	2
5. Professional support	1	5	2	2
6. Professional development opportunities	2	2	4	2
7. Progress toward becoming an excellent school	0	4	4	2

On a satisfaction rating scale ranging from very satisfied to very dissatisfied, teachers' satisfaction was generally mixed. Areas where the teachers expressed the most satisfaction were with the frequency of staff meetings, principal's performance, professional support staff performance, and opportunities for continuing education. Teachers' reported dissatisfaction was primarily with the school's adherence to the discipline policy. Table E3 lists all of the teachers' responses.

<b>Table E3</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Teacher Satisfaction</b>					
<b>2011–12</b>					
<b>(N = 10)</b>					
<b>Performance Measure</b>	<b>Response</b>				
	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>No Opinion/ N/A</b>
Program of instruction	1	5	4	0	0
Enrollment policy and procedure	1	3	0	0	6
Students' academic progress	3	6	1	0	0
Student-teacher ratio	0	3	3	4	0
Discipline policy	0	5	4	1	0
Adherence to discipline policy	1	1	2	6	0
Instructional support	2	6	1	1	0
Parent-teacher relationships	2	7	1	0	0
Teacher collaboration to plan learning experiences	1	4	5	0	0
Parent involvement	0	4	4	1	1
Community/business involvement	0	3	4	1	2
Performance as a teacher	3	4	3	0	0
Principal's performance	4	5	1	0	0
Professional support staff performance	4	5	1	0	0
Opportunities for teacher involvement	2	0	5	2	1
Opportunities for continuing education	4	0	3	0	3
Frequency of staff meetings	6	4	0	0	0
Effectiveness of staff meetings	0	2	6	2	0

When teachers were asked to name three things they liked most about the school, teachers noted the following:

- Support from teachers and staff (five teachers);
- Curriculum (four teachers);
- IB focus (three teachers);
- Mission/vision (two teachers);
- One teacher each mentioned: access to math and reading programs, weekly meetings with support staff, library and technology resources, intention and energy of faculty, support for best practice and lesson design, adequate prep time, freedom/autonomy

for teachers, school demonstrates love and concern for all students, schedule, availability of the principal, opportunities to provide enrichment programs for all students, high expectation, small school size, and small class size.

Teachers most often mentioned the following as least liked about the school:

- Discipline policy/adherence (four teachers);
- Class size (three teachers);
- Consistency with general policies (two teachers);
- Low behavioral expectation (two teachers); and
- One teacher each said limited reading and writing curriculum, limited acknowledgment of hard work, overall atmosphere is not supportive to academic achievement, lack of professionalism, communication with outside resources (parent/community), lack of sufficient motives for P/P program, inexperienced teachers from Teach for America, insufficient special time and recess, lack of access to building, divide between Teach for America teachers and regular teachers, and contradictory advice from school leaders.

When asked what barriers could affect their decision to remain at the school, one teacher each said insufficient progress for the development and implementation of a more effective discipline policy, definition of acceptable student behavior, lack of progress in students, not feeling valued as a staff member, the permanency of the charter, class sizes, the presence of appropriate assistance, financial reasons, and the student/teacher ratio. Four teachers identified no significant barriers.

When asked to provide a suggestion to improve the school, two teachers stated hold students accountable for their behavior, two teachers said improve the discipline policy in the school, and two teachers suggested that the school try to receive additional grant funding for resources. One teacher each mentioned a shared mission and vision to be developed by teachers, use data to drive decisions, hire more experienced teachers, and create a stronger school culture.

When asked for a suggestion to improve the classroom, two teachers stated reduce the class size, and two teachers said receive more classroom aid time. One teacher each mentioned create a positive behavioral reinforcement system, provide more positive encouragement for students meeting expectations, additional project based learning, more technology, and improve communication.

Teachers were also asked to rate the school's contribution to students' academic progress. On a scale of poor, fair, good, or excellent, four teachers rated the school's contribution as good, four teachers rated the school's contribution as fair, and two teachers rated the school's contribution as poor.

## **Appendix F**

### **Parent Interviews**

## Parent Interviews

Parent opinions are qualitative in nature and provide a valuable measurement of school performance. To determine how parents heard about the school, why they elected to send their children to the school, parental involvement with the school, and an overall evaluation of the school, parents were provided with a survey during the March parent-teacher conferences. Parents were asked to complete the survey, place it in a sealed envelope, and return it to the school. CRC made at least two follow-up phone calls to parents who had not completed a survey. For families who had not submitted a survey, CRC completed the survey over the telephone or sent the parents/guardians a survey in the mail. All completed survey forms were forwarded to CRC for data entry. At the time of this report, 103 family surveys, representing parents of 148 of 297 (49.8%) children had been completed and submitted to CRC. Results are presented below.

Most parents (51.5%) heard about the school from friends or relatives. Others heard about the school through their church (38.8%) walking by (3.9%), or by coworkers (2.9%). Some (2.9%) parents heard about the school from other sources. See Table F1.

<b>Table F1</b> <b>Darrell Lynn Hines Academy</b> <b>How Parents Learned About the School</b> <b>2011–12</b> <b>(N = 103)</b>		
<b>Method</b>	<b>Yes</b>	<b>%</b>
Friends/Relatives	53	51.5%
Church	40	38.8%
Walk-in/pass by	4	3.9%
Coworker	3	2.9%
TV/Internet/Radio	2	1.9%
Other	3	2.9%

\*Note some parents may have heard from multiple sources.

Parents listed the following as other ways they had heard about the school: One parent each said: HIPPY program, lives near the school, and heard from another parent.

Parents chose to send their child to DLH Academy for a variety of reasons. Parents could rate each factor as ranging from being very important in their consideration to selecting the school to not at all important when choosing the school. Most parents (96.1%) rated the school's general atmosphere and school safety (96.1%) as being a very important reason for selecting this school. In addition, many parents (91.3%) indicated that the school's educational methodology was also very important to them when choosing this school. Please see Table F2 for complete information.

**Table F2**

**Darrell Lynn Hines Academy  
Parent Reasons for Choosing the School  
2011-12  
(N = 103)**

Factors	Response									
	Very Important		Somewhat Important		Somewhat Unimportant		Not at All Important		No Response	
	N	%	N	%	N	%	N	%	N	%
Location	66	64.1%	24	23.3%	2	1.9%	10	9.7%	1	1.0%
Other children or relative already attending this school	25	24.3%	21	20.4%	11	10.7%	38	36.9%	8	7.8%
Educational methodology	94	91.3%	6	5.8%	0	0.0%	1	1.0%	2	1.9%
Range of grades in school	84	81.6%	13	12.6%	5	4.9%	1	1.0%	0	0.0%
Discipline	94	91.3%	7	6.8%	0	0.0%	1	1.0%	1	1.0%
General atmosphere	99	96.1%	4	3.9%	0	0.0%	0	0.0%	0	0.0%
Class size	86	83.5%	12	11.7%	1	1.0%	0	0.0%	4	3.9%
Recommendation of family and friends	47	45.6%	31	30.1%	12	11.7%	7	6.8%	6	5.8%
Opportunities for parental participation	78	75.7%	19	18.4%	4	3.9%	0	0.0%	2	1.9%
School safety	99	96.1%	3	2.9%	1	1.0%	0	0.0%	0	0.0%
Frustration with previous school	36	35.0%	16	15.5%	12	11.7%	35	34.0%	4	3.9%

Some parents (29 of 103, or 28.2%) identified having other reasons for enrolling their child into the school. Other reasons for enrolling their child included: college prep, reputation for providing quality education, liked uniform and curriculum, other family members have attended the school, attentive to child's needs, location, and previous school closing.

Parental involvement was utilized as an additional measure of satisfaction with the school. Parental involvement was measured by the number of contacts between the school and the parent(s) and parents' participation in educational activities in the home.

Parents and the school were in contact for a variety of reasons, including the child's academic performance and behavior, assisting in the classroom, or engaging in fundraising activities. For example, 40.8% of parents reported contact with the school five or more times regarding their child's academic progress. Table F3 provides complete information relating to the type and frequency of parental contact with the school.

<b>Table F4</b>										
<b>Darrell Lynn Hines Academy</b>										
<b>Parent-School Contacts</b>										
<b>2011-12</b>										
<b>(N = 103)</b>										
<b>Areas of Contact</b>	<b>Number of Contacts</b>									
	<b>0 Times</b>		<b>1-2 Times</b>		<b>3-4 Times</b>		<b>5+ Times</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Your child(ren)'s academic performance	10	9.7%	22	21.4%	25	24.3%	42	40.8%	4	3.9%
The classes your child(ren) took	19	18.4%	35	34.0%	11	10.7%	29	28.2%	9	8.7%
Your child(ren)'s behavior	16	15.5%	22	21.4%	16	15.5%	45	43.7%	4	3.9%
Participating in fundraising	42	40.8%	36	35.0%	15	14.6%	6	5.8%	4	3.9%
Providing information for school records	36	35.0%	45	43.7%	8	7.8%	3	2.9%	11	10.7%
Helping in the classroom	40	38.8%	38	36.9%	16	15.5%	5	4.9%	4	3.9%
Other*	13	12.6%	7	6.8%	0	0.0%	0	0.0%	83	80.6%

\*Other types of contact included calls when a student was ill.

The second measure of parental participation was the extent to which parents engaged in educational activities while at home. During a typical week, 91.1% of 90 parents of younger children (K4 through fifth grade) worked on homework with their children; 88.9% of parents worked on arithmetic or math with their child; 90.0% of parents read to or with their child; 80.0% watched educational programs on television; and 70.0% participated in activities such as sports, library visits, or museum visits with their child. Parents of older children (grades six through eight) engaged in similar activities during the week. For example, 95.4% of 43 parents monitored homework completion, 69.8% discussed their child's post-secondary plans with the child, 86.1% watched educational programs on television, 79.1% participated in activities outside of school, and 74.4% discussed their child's progress toward graduating with the child.

Parents were then asked to comment on what they liked best about the school. Approximately 21.4% of parents liked the teachers/staff, and 15.5% of parents indicated that they liked the program/curriculum. Table F5 shows all parents' responses.

<b>Table F5</b> <b>Darrell Lynn Hines Academy</b> <b>Most Liked by Parents About the School</b> <b>2011-12</b> <b>(N = 103)</b>		
<b>Response</b>	<b>N</b>	<b>%</b>
Teachers/staff	22	21.4%
Program/curriculum	16	15.5%
Parent/teacher relationship	7	6.8%
Atmosphere	4	3.9%
Communication	4	3.9%
Uniform	3	2.9%
Class size	2	1.9%
Safety	2	1.9%
Other	15	14.6%
No Response	28	27.2%

Other responses included: school works well with students, open-door policy, disciplinary policy, consistency, after school care, transportation, location, and educational standards.

Parents were then asked to comment on what they liked least about the school. Responses included location (5.1%), communication (5.1%), and lack of transportation (2.5%). See Table F6.

<b>Table F6</b> <b>Darrell Lynn Hines Academy</b> <b>Least Liked by Parents About the School</b> <b>2011-12</b> <b>(N = 103)</b>		
<b>Response</b>	<b>N</b>	<b>%</b>
Discipline procedure	7	6.8%
Teachers	5	4.9%
Class size	3	2.9%
Communication	3	2.9%
Behavioral concerns	2	1.9%
Pick-up procedure	2	1.9%
Transportation	2	1.9%
Other	14	13.6%

Other responses included: no prayer in school, lack of homework assigned, lack of field trips, mixing skill levels in classrooms, no summer school program, improve parental involvement, location, school closing time, and limited assistance in the classroom.

Parents were also asked to rate the school on various aspects including the program of instruction, the school's responsiveness, and progress reports provided to parents/guardians. Table F7 indicates that parents rated the school as good or excellent in most of the aspects of the academic environment. For example, most parents indicated that the program of instruction was excellent (53.4%) or good (36.9%) and that opportunities for parental involvement were excellent (60.2%) or good (31.1%). Where no response was indicated, the parent either had no knowledge or experience with that aspect or had no opinion.

<b>Table F7</b>										
<b>Darrell Lynn Hines Academy</b>										
<b>Parental Satisfaction</b>										
<b>2011-12</b>										
<b>(N = 103)</b>										
<b>Area</b>	<b>Response</b>									
	<b>Excellent</b>		<b>Good</b>		<b>Fair</b>		<b>Poor</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Program of instruction	55	53.4%	38	36.9%	8	7.8%	0	0.0%	2	1.9%
Ease of enrollment	64	62.1%	32	31.1%	3	2.9%	0	0.0%	4	3.9%
Child's academic progress	55	53.4%	35	34.0%	8	7.8%	3	2.9%	2	1.9%
Student-teacher ratio	37	35.9%	40	38.8%	17	16.5%	7	6.8%	2	1.9%
Discipline methods	47	45.6%	26	25.2%	23	22.3%	5	4.9%	2	1.9%
Parent-teacher relationships	58	56.3%	26	25.2%	13	12.6%	2	1.9%	4	3.9%
Communication regarding learning expectations	59	57.3%	29	28.2%	11	10.7%	3	2.9%	1	1.0%
Opportunities for parental involvement	62	60.2%	32	31.1%	5	4.9%	1	1.0%	3	2.9%
Teacher performance	55	53.4%	34	33.0%	10	9.7%	3	2.9%	1	1.0%
Principal performance	64	62.1%	33	32.0%	3	2.9%	2	1.9%	1	1.0%
Teacher/principal availability	59	57.3%	33	32.0%	8	7.8%	0	0.0%	3	2.9%
Responsiveness to concerns	55	53.4%	31	30.1%	11	10.7%	4	3.9%	2	1.9%
Progress reports for parents/guardians	59	57.3%	32	31.1%	6	5.8%	1	1.0%	5	4.9%

Parents were then asked to indicate their level of agreement with several statements about school staff. Most parents indicated that they feel comfortable talking with staff, the staff welcome suggestions, there is an adequate number of staff to work with students, and that the staff recognize students' strengths and weaknesses. Results are summarized in Table F8.

<b>Table F8</b>												
<b>Darrell Lynn Hines Academy Parental Rating of School Staff 2011-12 (N = 103)</b>												
<b>Statement</b>	<b>Response</b>											
	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>		<b>No Response</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
I am comfortable talking with staff	72	69.9%	21	20.4%	3	2.9%	2	1.9%	0	0.0%	5	4.9%
The staff welcomes suggestions from parents	56	54.4%	31	30.1%	6	5.8%	3	2.9%	2	1.9%	5	4.9%
The staff keeps me informed about my child(ren)'s performance	61	59.2%	30	29.1%	6	5.8%	1	1.0%	0	0.0%	5	4.9%
I am comfortable with how the staff handles discipline	49	47.6%	26	25.2%	12	11.7%	6	5.8%	4	3.9%	6	5.8%
I am satisfied with the number of adult staff available to work with the students	56	54.4%	24	23.3%	13	12.6%	5	4.9%	0	0.0%	5	4.9%
I am satisfied with the overall performance of the staff	49	47.6%	36	35.0%	8	7.8%	4	3.9%	1	1.0%	5	4.9%
The staff recognizes my child(ren)'s strengths and weaknesses	55	53.4%	30	29.1%	8	7.8%	2	1.9%	2	1.9%	6	5.8%

Lastly, parental satisfaction was evident in the following results:

- Most (84, or 81.6%) parents would recommend this school to other parents;
- Of the 103 surveyed parents, 68 (66.0%) will send their child to the school next year, 12 parents (11.7%) parents indicated that their child would not return to the school next year; and 23 (22.3%) did not know. Reasons for not wanting to re-enroll included: graduating from the eighth grade, moving, too many suspensions, transportation issues, attend school out of district, problems with staff/teachers, and lack of diversity.
- When asked to rate the school's overall contribution to their child's learning, approximately half (58, or 56.3%) of parents indicated excellent and 33 (32.0%) parents rated the school good. Seven (6.8%) parents thought the school was fair and no parent listed the school's contribution as poor. Five parents did not respond to the question.

**Appendix G**  
**Student Interviews**

## Student Interviews

At the end of the school year, CRC staff asked 20 randomly selected students in seventh and eighth grade several questions about their school. All students indicated that they used computers in their school and had improved their ability in math. Most students (n = 18) indicated that their teachers were helpful and that people worked together in the school. Students' responses in regard to whether students liked the school rules was mixed, and slightly more students (n = 10) felt that school rules were unfair. Sixteen students indicated that they felt safe at school. See Table G.

<b>Table G</b>			
<b>Darrell Lynn Hines Academy</b>			
<b>Student Interview</b>			
<b>2011–12</b>			
<b>(N = 20)</b>			
<b>Question</b>	<b>Answer</b>		
	<b>Yes</b>	<b>No</b>	<b>No Response/ Don't Know/ N/A</b>
1. Do you like your school?	14	4	2
2. Are you learning new things every day?	16	4	0
3. Have you improved in reading?	16	3	1
4. Have you improved in math?	20	0	0
5. Do you use computers at school?	20	0	0
6. Is your school clean?	17	3	0
7. Do you like the school rules?	10	10	0
8. Do you think the school rules are fair?	9	10	1
9. Does your homework help you at school?	16	4	0
10. Do your teachers help you at school?	18	2	0
11. Do you like being in school?	14	6	0
12. Do you feel safe in school?	16	4	0
13. Do people work together in school?	18	2	0
14. Do you feel the marks you get on classwork, homework, and report cards are fair?	11	9	0
15. Do your teachers talk to your parents?	17	3	0
16. Does your school have afterschool activities?	17	3	0
17. Do your teachers talk with you about high school plans?	17	3	0

Students were then asked what they liked best and least about the school. Students liked the following aspects best:

- Teachers (five students);
- Activities/field trips (two students);
- Gym (two students); and
- One student each said accelerated reading program, can get work done and learn new things, can share opinions, working in partners, getting help, keep students in order, music, some of the classes, helping me get an education, the people, and staff pushes you to be the best.

When asked what they liked least, students responded as follows:

- Uniforms (six students);
- Rules (four students);
- Lunches (two students);
- Students' behavior (two students); and
- One students each said the school doesn't offer many sports, English class, gym class, lack of diversity, unfair consequences for students who don't instantly do things, and one student said he/she could not think of anything.

**Appendix H**  
**Board Member Interviews**

## Board Interviews

Board member opinions are qualitative in nature and provide valuable, although subjective, insight regarding school performance and organizational competency. DLH Academy is governed by a volunteer Board of Directors and consists of eight members plus the Executive Director of the school, who is an ex-officio member. The Board is comprised of a chair, vice chair, secretary, treasurer, and four other board members. Seven of the eight members the Board participated in a phone interview conducted by CRC staff using a prepared interview guide. Four of the board members have served on the board for over 10 years, one for approximately seven years, and two others less than one year. Two of the board members are founders and bring non-profit experience. Other board members include individuals who bring legal experience, non-profit financial experience, computer experience, and all around technical experience. One board member is a parent.

Nearly every board member indicated that they participated in strategic planning for the school, received a presentation on the school's annual academic performance report, received and approved the school's annual budget, and reviewed the school's annual financial audit. (One board member did not participate in strategic planning for the school.)

<b>Table H1</b>					
<b>Darrell Lynn Hines Academy</b>					
<b>Board Member Interview Results</b>					
<b>2011-12</b>					
<b>(N = 7)</b>					
<b>Performance Measure</b>	<b>Response</b>				
	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>Don't Know</b>
Program of instruction	5	1	0	0	1
Enrollment policy/procedures	4	1	0	0	2
The students' academic progress	0	6	1	0	0
Student/teacher ratio/class size	1	4	1	0	1
Discipline policy	3	1	0	0	3
Adherence to discipline policy	2	2	0	0	3
Instructional support	3	1	0	0	3
Parent involvement	0	0	2	5	0
Community/business involvement	0	2	0	0	5
Teacher performance	0	5	0	0	2
Principal's performance	6	1	0	0	0
Current role of the board of directors	5	0	0	0	2
Board of directors' performance	5	2	0	0	0
Financial resources to fulfill school's mission	0	1	2	4	0
Commitment of school's leadership	7	0	0	0	0
Safety of the educational environment	6	0	1	0	0

Six of the board members rated the school overall as good and one fair on a scale of excellent, good, fair, or poor.

When asked what they liked best about the school, a common theme of committed staff including the school's leadership, teachers, and support staff was expressed by several of the board members. Board members also mentioned:

- The commitment to strive for excellence;
- The IB program;
- The arts and foreign language offerings;
- The lunch program;
- The clean and safe building, and
- The school site.

Regarding dislikes, the following themes emerged:

- Need more funding, particularly to keep talented teachers and reduce class size;
- Lack of sufficient parent involvement; and
- Lack of sufficient structure for middle school transition from class to class.

Board members were asked for one suggestion to improve the school. A variety of suggestions included developing a plan to involve parents in their child's learning, utilize technology more to reduce other costs, and decrease the student/teacher ratio or class size by raising funds.